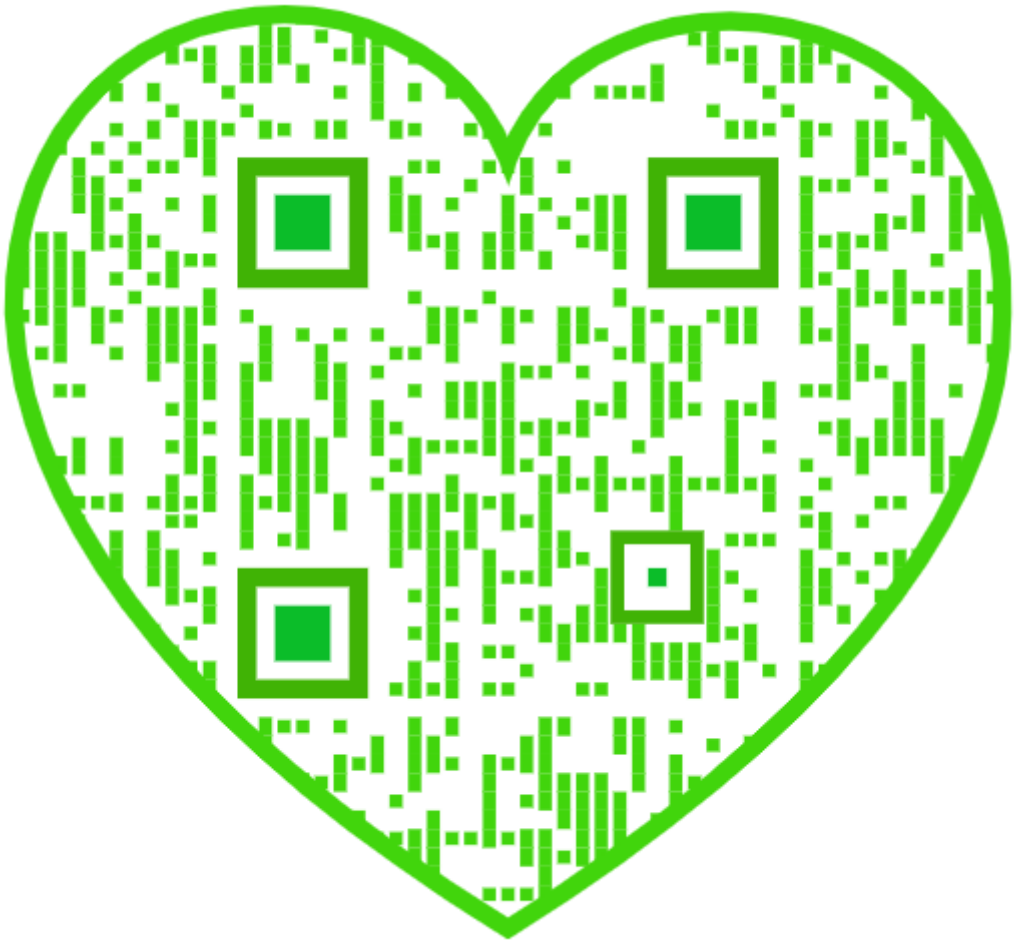
PHONICS MADE EASY



With the Authors' compliments.

LEARNING TO READ

PHONICS MADE EASY

FOR

PRIMARY TEACHERS AND MOTHERS

BY

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STORIES BY

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ENTERED AT STATIONERS' HALL.

PREFACE

MANY overworked primary teachers and mothers find themselves confronted with the difficult problem of how best to teach a little child to read, with the least expenditure of time and energy. By following the course outlined in this book, the teacher or mother (without any previous training or experience in teaching) can, in three months, by devoting twenty minutes a day to the work, teach a child to read any ordinary primary reading book without assistance.

The book contains a fairly full and accurate description of the way in which the author recently taught a class of beginners, in three months, to read easy stories. The lessons are in the order in which they were taken, and, in each lesson, questions and answers are given in detail, practically as they were evolved in the class.

Every lesson is followed by a story, composed of words already learned, written in large type, which the child can read for himself after the lesson (from the book or blackboard). Thus, no separate reading book is required at the beginning. Later on, directions are given for the introduction of whatever primary reader is desired.

Attention has been paid, at every stage, to the different requirements of the teacher of a primary grade, the teacher of an ungraded school, and the mother teaching her own child in the home.

The Phonic Method (in some form) is now adopted in the best schools for the training of teachers in all countries. The special method outlined in this book is an up-to-date reconstruction of that in "First Year at School," written by the author a quarter of a century ago, and still used extensively by primary teachers.

PRIMARY READING

THREE things are involved in learning to read:

1. Word recognition, — to be able to know the printed words.

2. Silent reading, — to be able to read to oneself, so as to get the thought from the printed page.

3. Oral reading, — to be able to read aloud, so as to convey the thought to those who listen.

I. WORD RECOGNITION

The first requisite of good reading is to be able to know the words quickly.

a. Phonic and non-phonic words.

If we forget, for the time being, the **ABC** or *alphabet* names of the letters and notice the *sounds* which the letters have when we pronounce a word, we find that, in most cases, the real sound of the letter is quite different from the alphabet name. For example, if we pronounce the word **at** slowly, we find that it is composed of two sounds. In making the first sound (*i.e.* the actual sound of the letter **a** in **at**), the tongue remains in the bottom of the mouth, but in making the sound of **t** the tongue is pressed against the roof of the mouth and withdrawn quickly. If we slowly pronounce, one sound at a time, the words **fat, tap, pant, manifest,** we find that in each word the letters **a** and **t** have practically the same sounds as in the word **at**, and are made in the same way. If we slowly pronounce a number of other words containing the letters **a** and **t**, we find there are hundreds of words in which **a** and **t** have exactly the same sounds as in **at**.

Words, such as **at**, in which each letter has its usual sound, are called phonic words.

We also find a number of words which are not pronounced as they are spelled; for example, the word **sleigh**, which is made up of three sounds; namely, the ordinary sounds of **s** and **l** and a third sound which is not the sound of **e**, **i**, **g**, nor **h**, but the sound of the alphabet name of **a**. Words such as **sleigh**, in which some letters do not have their usual sounds, are called non-phonic words.

b. Learning to read phonic words.

If we knew how to make the usual sounds of the printed letters **a** and **t**, and also knew how to unite these sounds to form new words, we should know how to read the word **at** if we came across it in reading a sentence, though we had never seen the word before. Similarly, if a child has been taught the sounds (not the **ABC** names) of the letters **a**, **t**, **m**, **s**, **p**, and has been taught how to put sounds together to make words, he will be able to read, at sight, any new word that is made up of these sounds, and can, therefore, read the words **at**, **mat**, **sat**, **pat**, **tam**, **tap**, **Sam**, **sap**, **map**, **mast**, **past**, **stamp**, **stamps**. Thus, by learning a few sounds, he is able to read many words, without any assistance from the teacher. The farther he goes the more rapidly his list of words increases; for example, by learning the sound of **i** (Lesson 17), he gains the power to read thirty new words.

The learning of the **ABC**'s, as taught long ago, did not give this power. For example, the child who puts the alphabet sounds of **a** and **t** together will not get the word **at** but the word **eighty**.

If the child happens to have learned the **ABC**'s, the knowledge will be a great advantage, later on, when he comes to spell words, but it is better, during the first twenty lessons, for both teacher and learner to *forget all about the alphabet names of the letters*, and confine the work entirely to easy phonic words and to the sounds that the letters really have in these words. The way to find out what sound a letter really has is simply to say a phonic word (which contains the letter) slowly and notice the sound made for the letter.

The child may be told, or he may notice, at an early date, that some words are non-phonic, and it is sometimes necessary to introduce a non-phonic word for reading purposes. The child, usually, understands the difficulty and makes the best of it. However, as a rule, the less he sees of non-phonic words the more rapid progress he will make in the early stages.

By this method, the more sounds the child knows and the more words he can read, the easier each new word becomes. Clever children, who wish to learn to read and have received in a few lessons a clue to the way to do it, often invent ways of helping themselves to learn. For example, such a child, having learned "Old Mother Hubbard" by heart, will take the book, find the picture, pick out the few words he knows, and guess the others for himself. He may even keep on working at it until he knows all the words. All such efforts should be encouraged, and it is often well to follow the lead of the child. It is not at all necessary to follow exactly the plan outlined in this book.

The first few lessons are by far the most difficult for both teacher and child. After the first ten lessons, the difficulty vanishes and the lesson becomes a pleasure instead of a task. For this reason, these early lessons are given in minute detail.

How to Begin

The desire to learn to read.

The teacher or mother first tells the child stories that she remembers from childhood and knows by heart.[1] She then reads easy, interesting, new stories to him from the Children's Corner of the newspaper, the Sunday School magazine, or some child's story book.

The child's curiosity is, usually, awakened, as to how she can do this, when, to him, the page is merely black and white paper.

To explain this, she shows him a picture which has, under it, a story about the picture. She asks him to tell her what he sees in the picture, and what he thinks it is about. She then explains that

[1] Helpful suggestions are to be found in: "How to Tell Stories to Children," by Sara Cone Bryant (Houghton).

the black marks below the picture are, to her, pictures which mean sounds and words, which tell her the book story of the picture he has been talking about.

She then reads the story and shows him how she does it.

Finally, she tells him that she is going to teach him what these sound pictures mean, so that he can read the book story for himself.

A child who is anxious to learn to read, who knows what he must do in order to learn, and, as he proceeds, finds that he can make out new words for himself, goes forward with leaps and bounds.

This thought, that the child is learning to read new stories for himself, like older children and grown-up people, should be kept constantly before him. It is the natural method of creating and sustaining interest and is superior to all artificial devices.

One way to emphasize this thought is for the teacher to read an interesting story to the child and have him look on the page at the same time, and follow as best he can.

This may be done every day if the teacher has time. The print should be large so that the eyes will not be strained.

The following lessons are to be taken, one lesson each day, in the order named. Do not make the lessons long; ten minutes is a good length. If the lessons are bright and partake of the nature of a game, the child will become interested and will look forward to the lesson with pleasure.

The abbreviations T and C are used for Teacher (or Mother) and Child. The words to be read by the child are, usually, printed in large type.

Explanations for the Teacher are, usually, within parenthetical marks; *e.g.*, in Lesson I, — ("If the child gives, etc."). The teacher is expected to use her own judgment and suit the lessons to the special conditions of the case. For example, in Game I, the teacher is asked to have a bell and tumbler, but any convenient articles which will give different sounds will be quite satisfactory. A piano would probably be the best thing, but the stove, a tin pan, and other kitchen utensils will serve the purpose.

After each lesson, the child is asked to do some work by himself. This work can be taken immediately after the lesson, or several

hours later if the child is tired. It is well to have all print as large as possible. The newspaper advertisements often contain large letters, which do not injure the child's eyes, and which are easily cut out.

Script

In cases where the teacher has more than one pupil in the beginners' class, it is better to begin with both the reading and writing of script, and it is the intention that all the work be written on the board, in script, by the teacher.

In teaching only one child, this is not necessary, fo he will quickly learn to read the print, and the writing can be taken later. It will be found a great advantage, however, even with one child at the home, to provide a small blackboard on the wall, where he can profitably amuse himself copying letters and words, and drawing pictures to represent the stories he has read. Crayon and suitable blackboard material (about a yard square) can be purchased at small cost.

The primary teacher, in writing on the blackboard, will find it best to face the class and write with the right hand. A plain, uniform hand is best and the writing should be large. Punctuation marks should be inserted. It is important that pupils have long pencils and that they hold them properly. In writing, make the divisions as simple as possible; *e.g.*, in writing the letter **u**, have five steps and explain each step by itself.

The child may practise writing the letter in the air, before attempting to write it on the blackboard or on paper. This device is also helpful in drawing objects, for it gives the mechanical sweep required in outlines. In all writing and drawing, freedom of movement is more important than accurate copy.

Lesson preparation, by the teacher.

The purpose, in giving the questions and answers in detail, is (if possible) to render the same assistance as would be gained by the observation of an actual lesson where the purpose sought was easily and satisfactorily attained. The teacher (with the necessary time

at her disposal) is recommended to adopt the following method of preparation.

1st. After reading the "purpose of the lesson" and before reading further, think out the plan you would follow if required to teach the lesson, depending entirely on your own resources.

2d. Read the question and answer outline here presented.

3d. Prepare your own questions and proceed in your own way.

Lesson Sequence

Page 1. Consonants and short vowels, — **a, t, m, I, s, p, c, o, h, r, e, ee, u, n, i, i** in **pine, f, l, d, sh, th, b, g, w, ng, v, k, ch, y, j, wh, x, q, z.**

Page 79. Long vowel sounds, — **a, e, i, o, u, ai, ea, oa.**

Page 94. Non-phonic words, silent reading, oral reading.

Page 99. Alphabet and spelling.

Page 102. Combinations, — **ow** in **low, ay,** sounds of **a, ar, er, ir, or, ur, ow** in **cow, oo, ou, aw, oe, oy, ew, gh, ce, ge.**

LESSON 1

T. I have been reading stories to you. I am going to teach you to read a short story yourself.

(If it is convenient to have a real cat and mat, have the child bring the cat and put her on the mat. If not, have the child look at the picture.)

T. Where is the cat?

C. The cat is on the mat.

(If the child gives a different answer from the one you expect, accept it as quite satisfactory and proceed as you intended. For example, if the child says, "She is here," say, "Yes, the cat is on the mat; say, 'The cat is on the mat.' ")

T. Your story is, "the cat is on the mat." Here is the same story in the book. Come and read it.

The cat is on the mat.

T. Find the word "**the**" — the word "**cat**," etc.

T. Here are the same words in different places. Try to tell what each one is.

Cat, the, on, is, mat.

T. Try to read this new story.

The mat is on the cat.

T. Wouldn't that be funny? Do you think the cat would like that? If the cat were cold and the mat were light and warm and soft, it might.

T. What is the first word in the story?

C. The.

(Do not tire the child with this lesson. If he remembers how to find the word **the**, he has done very well.)

AFTERWORK. T. You may take this pencil and newspaper and draw a line under every **the** you find.

You may also draw a picture of the cat on the mat, and of the mat on the cat.

LESSON 2

T. Try to read the story we had yesterday.

C. The cat is on the mat.

T. Read it backwards to see if you know the words.

C. mat the on is cat the.

T. Take a good look at the picture. Now tell me, without looking at the picture, was the cat standing up or sitting down?

C. She was sitting down.

T. Here is a story that tells you what she did. Try to read it.

C. The cat sat on the mat.

T. Read yesterday's story again.

C. The cat is on the mat.

T. What new word have we learned to-day?

C. sat.

T. Find the new word in these words.

cat, the, mat, sat, on.

T. Count the number of black marks in the new word.

C. One, two, three.

T. These black marks are called letters. Point to the first letter in sat. (C. points to **s** in **sat**.)

T. Point to the second letter in sat.

(C. points to **a** in **sat**.)

T. Find this letter a as often as you can in the story.

The cat sat on the mat.

(C. points to **a** in **cat, sat,** and **mat**.)

T. Each letter in **sat** has its own sound. When we know the sounds of a few letters we can read many words; so we are going to learn the sounds of letters.

AFTERWORK. Take the scissors and cut words out of the newspaper, and then cut the words into letters.

The *purpose* of the next 20 lessons is to teach the child to read new phonic words when he comes to them, without asking any one what they are. To do this he has simply to learn the actual sounds of the letters in words and then put these sounds together.

It is not necessary to *tell* the child the sound of the letter and ask him to make the sound. He can easily *discover* the sound for himself by slowly pronouncing a word containing the sound, and noticing the sound. When

he discovers the sound in this way, he not only learns to help himself, but (what is even more important) he learns the sound *correctly*, for the letter in the word has exactly the same sound that it has in the new words that he will want to read. Even if he does not get the sound exactly right when he says it aloud, he can *think* it correctly, and th is the way that he is going to use it in discovering new words, when he comes to them. Further, by remembering the word from which he got the sound, he always has with him a correct model for reference.

In teaching sounds, the purpose is to teach it such a way that, after a few months, when, in reading, the child comes to words containing these sounds, he will know the words by putting the sounds together silently and quickly, so quickly that he does not think about it at all. During the next few weeks, it is better not to say anything about non-phonic words, and it is not necessary for the child to do any reading aloud.

Slow pronunciation of words is the key to good phonic teaching. In the following pages, when a word is written thus, **s–p–i–n**, it means that the word is pronounced so slowly, that the sound of each letter is given with a slight pause, before the next letter is pronounced.

It is well for the teacher, before beginning to teach, to read over the first ten lessons, and to practise the slow pronunciation of words aloud by herself, breaking each word into its parts, for example, **p–a–t**. This exercise, which at first seems difficult, is really quite easy. After a few brief practices in reading slowly from the book by herself, and in playing "Game 4" with the child, the be-

ginner will have no difficulty in finding the sounds in non-phonic as well as in phonic words, and in seeing that such a non-phonic word as **cough** has only three sounds, **k–o–f.**

The teacher can discover, without assistance, the way to make each sound, by slowly pronouncing, before a mirror, a number of words containing the sound. However, at the beginning of each lesson, the proper method of making the sound is given, so that she may verify her result. Many persons, without paying any special attention to the mechanical way in which the sounds are made, succeed in making them accurately. In case of difficulty or of natural defect in utterance, great assistance will be gained by noticing the way in which the lips, teeth, tongue, throat, breath, and voice are used in making the sounds. A small mirror can, sometimes, be used to advantage to let the child see for himself how to gain control of the vocal organs.

The following games should be taken before beginning Lesson 3. They should be played like any other game, and may be taken at any convenient time. The regular lessons should be taken at a definite time, each forenoon, if possible.

Game 1

Purpose. — To distinguish one sound from another.

Have, on a table, a bell, a pencil, a tumbler, and a few other articles which will make different sounds when struck.

T. We are going to play the game of **sound** to-day. Notice the difference in the sounds when I strike the

tumbler and the bell. Now, turn around so that you cannot see what I do, and then tell me which one I strike.

T. Which one did I strike?

C. You struck the bell.

T. Face the table, and watch me strike the others, and notice the sounds of each. Then turn around and tell me which one I strike?

T. Which one did I strike?

C. The sugar-bowl.

T. Now *I* shall turn around, and *you* strike something, and see if I can tell you what you strike.

(This and the following games may be continued and repeated if they prove interesting.)

Game 2

Purpose. — To learn to make sounds.

T. We are going to play "**Making Sounds.**"

The cat says, "Meow." What does the dog say?

C. The dog says, "Bow-wow." (The child may make a sound unlike that of a dog. If so, accept it as his best effort, and proceed.)

T. What sound does the cow make? The pig, rooster, wind, rain, sheep, hen, duck, crow, engine, thunder, bell, brook, watch, frog, violin? (If other sounds are more familiar to the child, it is better to take them instead of those suggested.)

T. Make these sounds, **Ah, oo.** C. **Ah, oo.** T. Make any other sounds you know, and then I'll make a sound I know.

Game 3

Purpose. — To learn how sounds are made.

T. We are going to play the "**How to Talk**" game.

Make a sound with your throat like the dog makes when he growls.

C. **r–r–r–r–r.**

T. What sound does he make when he pants?

C. **h–h–h–h.**

T. Open your mouth wide, breathe out, and make a sound like this, **ha.**

C. **ha.**

T. Make a sound with your lips like the **puff puff** of the engine.

C. **p–p–p–p.**

T. Look in the looking-glass, and make the **puff puff** sound again, and tell me what you do with your lips.

C. I put them together and open them.

T. Make a hissing sound like a snake.

C. **s–s–s–s.**

T. Look in the mirror. Make the sound again. Tell me what you do with your teeth.

C. I put them almost together.

T. Make a sound like the ticking of the watch.

C. **t–t–t.**

T. Look in the mirror. Make this sound and notice what you do with your tongue. **t-t-t.**

C. I put my tongue against the top of my mouth and take it away again.

T. Place the thumb and forefinger of your left hand in

the corners of your mouth. Say what I say, and notice what happens to your lips. **ă, uh, aw, oo.** Look in the mirror and say **a, uh, aw, oo.**

C. **ă, uh, aw, oo.**

T. Now tell me what you did with your lips.

C. The corners came nearer together. (The answer "I made my mouth round" will do. If the child finds the description of the position of the vocal organs difficult, omit it and proceed by imitation. See page 105.)

Game 4

Purpose. — To tell what a word is when it is pronounced very slowly.

T. We are going to play the "**Guess what I say**" game.

T. Tell what I say, **Sam, dog, cat.**

C. **Sam, dog, cat.**

T. Guess the word that I say now, **s-at.**

(If the child cannot guess the word, say it faster until he does get it.)

C. **sat.**

E. Put your hands on your **h-ead.** Touch your **ch-in,** etc.

(The child puts his hands on his head, touches his chin, etc.)

By observing the pupils closely, the teacher will be able to gauge her speed correctly. At first, pupils do well if they can unite one break in a word, thus, **s-pan**; they find two harder, thus, **s--p-an**; and three harder still, thus,

s–p–a–n. It requires some practice for the teacher to make gradations from easy to difficult. As a rule, pupils find this work easier than the teacher does.

If the child guesses the words readily, ask him to say a word slowly and see if you can guess it.

T. What word do I say now? **Sat.**

C. **sat.**

T. What is the first sound in **sat**?

C. **s.** (The sound of **s**, not the alphabetical name.)

Special caution to the teacher for "Game 4" and Lessons 3–10.

There is only one thing to learn in order to teach phonics, and that is, *to say the sounds of the letters exactly as they are in the words*, so that, when they are put together again, in trying to read new words, they will *really make the new word.*

To do this, great care must be taken, not to make the sound very loudly or to add anything to the sound. For example, there is a natural tendency, in making the sound of **b**, to pronounce it **buh**, instead of making it as it is in the actual word. This is sure to be the case if we try to make the sound loudly and emphatically with the voice. Similarly, **t** is sometimes taught as **tuh**. If a child has learned to pronounce the sounds in this way, and has never read the word **bat** and now tries to read the word by putting the sounds together he will say **buh–ă–tuh**, and will not be able to guess the word, and the harder he tries, the less likely he is to get it correctly. On the other hand, if, in learning the sounds from the original words, he has pronounced the sound gently and kept in mind

that the sound which he is trying to say is exactly the sound that the letter will have in new words, and that that is why he is learning the sound, there will be no difficulty after a few lessons.

For this reason "Game 4" is the *most important exercise* in the book. If the teacher learns to pronounce a word slowly, so nearly like the word that the child can guess the word when the teacher says it, she is prepared to teach phonics. For example, suppose the child, by the "Guess what I say" game, has had sufficient practice with short words to guess them when said very slowly; if the teacher then tries him with a long phonic word, such as **m-a-n-i-f-e-s-t**, and pauses for, at least, a second after each sound, and the child guesses the word, the teacher may be sure that she will have no more difficulty in teaching the correct sounds.

The teacher will not require a dictionary to tell her how the sound is made. The sound that she requires to teach is there in the word, and if she teaches the sounds **m-a-n-i-f-e-s** and **t**, just as she said them, in slowly pronouncing the word **manifest**, the child will be able to read the new word **manifest** when he comes across it, for he will put these sounds together, just as the teacher did when she pronounced it slowly, and he guessed it correctly, in the game. It must not be forgotten, that he learns the sounds in order to be able to read new words at sight. As "Game 4" is so important, it is well to spend a few minutes at the beginning of each lesson playing the "Guess what I say" game, and using words containing the new sound to be learned in the lesson. At the end of

later lessons are found lists of words for reading, and it is a good preparation for the lesson to take these words in the game at the beginning.

It is also a good idea to have the child, when learning the sound, *whisper* it to the teacher, and also whisper the sounds to himself, when discovering the word. After a time, the child learns to read the new words by simply thinking the sounds to himself, and not saying them aloud.

In the first twenty lessons, the letter **a** is always to be called by the sound that it has in the word **at**, which is called short **a** and is written thus **ă**. If the child has learned his **A B C's** and wants to call the letter by the alphabetical name, the teacher may say, "Yes, that is the name of the letter, and that is what we shall call it by and by, but we are going to learn to read new words with this letter in, and, to guess the new word, we must give it the sound **ă**, so we shall call it **ă** for a while.

In Lesson 3, wherever there is danger of saying **ā**, instead of **ă**, the letter is written thus, **ă**, to remind the teacher that the letter has the short sound.

LESSON 3

a, A, *a*, *A*

Purpose. — To teach the sound of **a** in **at**.

(In making **ă**, open the mouth and lips wide, keeping the tongue in its natural position, and cause the voice to pass between the tongue and palate.)

T. Guess what I say, **a–t**. . . . . C. **at.**
T. **a–n–d**. . . . . C. **and.**
T. **m–a–n**. . . . . C. **man.**
T. **p–a–n**. . . . . C. **pan.**
T. Tell me what I say now, **b–a–a**. . C. **baa.**
T. What animal makes that sound? . C. The sheep.
T. Say **at** slowly. . . . . C. **a–t.**
T. What is the first sound in **at**? . . C. **ă.**
T. Say **baa** slowly, and tell me the second sound.
C. **b–a, ă.**
T. Say **at** slowly again and notice the way you make the first sound.
C. **ă–t.**
T. Say the first sound slowly again.
C. **ă.**

T. This is the letter that has that sound, a.
T. See this one that I have cut out of the newspaper. Tell me what sound it has.
C. **ă.**
T. Find **ă** as often as you can in this story,

The cat sat on the mat.

(C. points to **a** in **cat, sat,** and **mat.**)
T. When this letter **ă** begins a story it is written large and has a little different shape, like this, A. This is called a capital. Find the capital **ă** in this story,

A cat sat on a mat.

(C. points to **A.**)
(The letter cut from the newspaper should be as large

as possible. A large pasteboard or wooden letter would be even better. The child should have a box in which he keeps the letters, the sounds of which he has learned. He begins, to-day, by putting the letter **a** in his box.)

AFTERWORK. After each lesson, the child should be given work to do by himself, without any help from the teacher. This work may be done in the afternoon, or at any other convenient time. The teacher should, always, examine the work after it has been done, and encourage the child in his efforts, which, at first, are sure to be very crude attempts.

After this lesson, a choice of the following may be taken.

1. Give the child a small box, a scissors, and a newspaper, and have him cut out every large-sized letter **a** that he finds (small **a** or capital). When he has finished, the teacher looks at the work, sees that he has cut out the right letter, and asks him to give the sound of the letter he has cut out. Have him put three small and three capital **a**'s in his box. Set the box aside for use, after next lesson.

2. Give him a lead pencil and a newspaper, and ask him to draw a mark around every letter **a** that he can find. The teacher, in examining the work, asks him what is the sound of the letter.

3. Give him a lead pencil and a scribbling book, and ask him to draw a picture of a lamb with its mouth open, with the letter **a**, in front of its mouth, to show that it is saying **ă**.

4. Give him some brown paper and a scissors, and have him cut out the letter **a**, about a foot long (small or capital form).

5. Give him a pencil and paper and have him write the letter **a**, in script form, from a copy written on the board, or the letter on page 100.

6. Give him crayon and have him write the letter **a** on the blackboard.

7. He may model the letter **a** in plasticine or clay.

8. He may write the letter **a** with a stick, out of doors, on the sand or on the snow.

The child should be encouraged to use whatever material is most available for hand work, — twigs, rushes, straws, strings, blades of grass, etc. The most *costly* material is not always the *best* for manual training.

LESSON 4

t T, *t*, 𝒯

Purpose. — To teach the sound of **t** in **at**.

(In making the sound, apply the edges and point of the tongue to the upper gum, compress the breath and cause it to escape by suddenly removing the tongue.)

T. Guess what I say, **t–a–p**. C. **tap**. T. **t–o–p**. C. **top**. T. **t–r–a–p**. C. **trap**. T. **a–t**. C. **at**.

T. Say **at** slowly.

C. **a–t**.

T. What is the first sound in **at**?

C. **a**.

T. Say the word **at** slowly, and tell me the otner sound in **at**.

C. **a–t**, **t**.

T. Say **top** slowly, and tell me the first sound.

C. **t–o–p, t.**

T. Make the sound again and notice what you do with your tongue.

C. **t.**

T. This is the letter that has the sound we have just learned, t. What is the sound of this letter?

C. **t.**

T. Make a letter **t** in the air with your hand.

T. Find the letter, as often as you can, in these words and give its sound whenever you find it,

cat, mat, tap, top, tell.

(After the child gives the sound of **t** in the word, the teacher pronounces the word for him.)

T. What is the first sound in **at**?

C. **a.**

T. What is the other sound in **at**?

C. **t.**

T. What do you think this word is? at.

C. **at.**

T. Good, you are beginning to read words.

AFTERWORK. Have the child cut out the letter **t** from a newspaper, as in Lesson 4, and put it in his box.

(In this and succeeding lessons where full directions for afterwork are not given, it is the intention that the teacher proceed as after Lesson 3.)

LESSON 5

m, M, *m*, *M*

Purpose — To teach the sound of **m** in **mat**.

(In making **m** close the lips, compress the voice and cause it to escape through the nostrils.)

T. What are the sounds of these letters? a, t.

C. **a, t.**

T. We are going to learn a new sound. Listen, it is in all these words.

Guess what I say. **m–at, m–e, m–ug, To–m, fro–m.**

C. **mat, me, mug, Tom, from.**

T. It is the first sound in **mat**. Say **mat** very slowly, and tell me the first sound.

C. **m–a–t, m.**

T. Say **Tom** slowly, and notice the last sound.

C. **T–o–m, m.**

T. That is right. The wind makes that sound. Let us make it for a long time like the wind.

T. & C. **m——m.**

T. Look in the glass, make the sound, and see what you do with your lips when you say **m**.

T. Here is the letter that makes the sound, m.

Here is the word we found it in,

mat.

T. Point to the letter in this word that makes the new sound. What sound does this letter make?

C. **m.**

T. What is the next letter in this word?

C. **a.**

T. What is the next letter?

C. **t.**

T. Put these sounds together and tell me what the word is.

C. **mat.**

T. I told you what this word was, the other day, but now, you can read it for yourself by putting the sounds together.

We shall now try a new word that you have never seen before and see if you can read the new word by putting the sounds together. Tell me the sound of each letter as I point to it, am.

C. **a–m.**

T. Say the sounds again and again, each time a little faster, until you know what the word is.

C. **a–m, a–m, am.**

(If the child has difficulty in guessing the new word, help him to get it, without actually telling him, by having him look at you and guess the word as you say it. Do not spend more than a minute on the word.)

T. Here is a story about you, with the new word in it. Find the new word.

I am learning to read.

(The child finds the word "**am.**")

T. The story says, "**I am learning to read.**" You read the story.

C. **I am learning to read.**

T. Is that a true story?

AFTERWORK. Cut out the letter **m**, etc., as in Lesson III.

LESSON 6

Purpose. — To review past work and to teach the word **I**.

T. Give the sounds of the letters as I point to them,

a, m, t.

C. **a, m, t.**

T. Tell me these words,

am, mat, ma, mamma.

C. **am, mat, ma, mamma.**

T. Read these stories.

c. The cat is on the mat.
The mat is on the cat.

T. Find the words, **mat, the, on.**

T. Stand on the mat, and tell me where you are.

C. I am on the mat.

T. This is what you said,

I am on the mat.

Read it from the book, and say it just as you did when you stood on the mat.

T. Find the word **I** in the story. (C. finds I.)

T. **I** is our new word to-day. Whenever you read anything about yourself, you will always find this word **I** in it.

T. Try to read this story.

c. Am I a cat?

T. The little curly mark after **cat** means that a question is asked.

Read the question again and tell me what the answer is.

C. **Am I a cat?** (No.)

T. Try to read these questions, and tell me the answer each time.

C. Am I a mat? (No.)

C. Am I mamma? (No.)

AFTERWORK. 1. Cut out **I** and put it in letter box.

2. Cut out the letters you need and put them together like these stories,

Am I a cat? Am I a mat?
Am I mamma?

CAUTION

It is not safe to allow a child, who has learned a number of sounds, to make new words from the letters, as afterwork. For example, if he has learned the sounds of **t**, **u**, and **f**, and is allowed to build new words by himself, he will build the word **tuf**, thinking it is the word **tough**, and will probably have difficulty, ever after, in correctly spelling the word **tough**, for first impressions are always the most lasting.

A child should always be prevented from building, seeing, or writing a misspelled word. However, there is no danger whatever in adopting any of the following devices:

1. The child may copy or build for himself phonic words which he has previously learned with the teacher.

2. He may read from any book in which the words are properly spelled.

3. After he has learned to write, he may write new phonic words, dictated by the teacher, and properly pronounced.

LESSON 7

s, S, *s*, *S*

Purpose. — To teach the sound of **s** in the word **sat**.

(In making **s**, the throat and lips are open, the teeth separated, the sides of the tongue touch the teeth and the roof of the mouth. The tip of the tongue nearly touches the roof of the mouth just above the front teeth. The breath is softly hissed out through the narrow opening.)

T. Tell me the sounds of these letters.

C. a, t, m.

T. Guess what I say, **s-a-t.** C. **sat.** T. **S-a-m.** C. **Sam.** T. **m-a-s-t.** C. **mast.**

T. Our new sound is the first sound in **sat** and the last sound in **hiss.**

Say **sat** slowly and tell me the first sound.

C. **s-a-t, s.**

T. Tell me anything that makes a hissing sound like that.

C. The snake, the kitten, water on the hot stove, etc.

T. Look in the mirror. Make the sound and notice

what you do with your teeth and the end of your tongue. (Some children cannot make this sound. They pronounce it **th**. After a little practice and care in location of tongue and teeth such children usually get the sound correctly. However, if they do not, it is better not to spend much time on it at this stage. Let them think the sound and go on.)

T. This is the letter that makes the sound S. It is crooked like a snake. What does it say?

C. **s**.

T. I wonder how many of these *words* you can read. (Teacher points to the words without saying them.)

at, sat, am, Sam, mat, mast.

First tell me the sound of each letter as I point to it.

C. **a, t, s**, etc.

T. What word is this? at.

C. **at**.

T. Here is the word **at**, with our new snake sound before it, sat.

What does the snake letter say?

C. **s**.

T. Now put the sound **s** and the word **at** together and see what word you get.

C. s–at, sat.

T. You have done well. What is the word you have guessed?

C. **sat**.

T. You see you can read words by just putting the

sounds together. Here is a word you had yesterday. am. If you have forgotten it, you can find out what it is by putting the sounds together. Try.

C. a-m, am.

T. You will soon be able to read any word you see. Here is another word, Sam. Try it this way and say the parts as I point to them.

C. S-a-m, S-am, Sam.

T. Very good. Here is a word we know. What is it?

C. mat.

T. Here is a very hard word. Try it this way as I point to the parts.

C. m-a-s-t, mast.

T. What a long word you guessed!

AFTERWORK. As in previous lessons.

WORD DISCOVERY

The child will probably find these new words difficult. If he finds them too difficult, wait until he has learned a few more sounds. In trying to discover new words, have him first name the new sound in the word, as you point to the letter, then have him put the sounds together slowly, as you point to each, then a little faster, till he guesses the word. Do not expect too much from him at this stage. If he does not get the word, help him to get it before he grows tired or discouraged. You can always do that by having him look at you and guess what you say. Try to

keep before him the one idea, that the thing he is trying to do, is to read new written words, and the way to do that, is to put the sounds together quietly and quickly.

When he finds that he can do this, he at once wants to show you how well he can do it, and there is little difficulty after that. It usually takes five lessons (that is, to the end of Lesson 10), to get him to see this, and these lessons are, therefore, the most difficult and important the teacher has to teach.

Sometimes the child seems to get the word without slow pronunciation. If so, hasten on to another word. In these lessons, the important thing is to teach the sounds so that he will remember them, and have him learn to guess words when the teacher says them slowly. It is also well to have him remember the word from which he originally learned the sound; but there is no advantage in remembering other phonic words, for, a month after this, he can tell them at sight, even if he has never seen them before. For example, at the end of Lesson 7, he should know the sounds **a**, **t**, **m**, **s** and the type words **at**, **mat**, **sat**; but it is not at all necessary for him to remember such words as **Sam** or **mast** as whole words. Nor is it necessary for him, at this stage, to have learned to read words by putting the sounds of the letters together. If he learns the sounds well, and continues at the "Guess what I say" game, the power to read the written words will come naturally a few lessons after this, and it is well to hasten on, taking a sound a day.

T. Read this story.

c. The cat sat on the mat.

T. Go and sit on the mat, then come back and read this story.

c. I sat on the mat.

T. Read this story.

c. Sam sat on the mat. The cat sat on Sam. Sam sat on the mast. I sat on the mast. The cat sat on the mast.

AFTERWORK. 1. Cut the letter **s** out of a newspaper and put it in letter box.

2. Cut out letters and build all the stories read in this lesson.

3. Draw a picture of a snake making the sound of **s**.

4. Draw a picture of Sam sitting on the mat, and the cat sitting on his shoulder.

LESSON 8

p, P, *p*, *P*

Purpose. — To teach the sound of **p** in **pat**.

(In making the sound, the lips are pressed tightly together. The breath is compressed in the mouth and allowed to escape with a gentle puff, by the sudden separation of the lips.)

T. Make the sound of each of the letters in your letter box.

C. **a, t, m, s.**

T. Guess what I say, **s–a–p. m–a–p, t–a–p, p–a–t, p–e–t, t–o–p.** (C. guesses the words.)

T. Our new sound, to-day, is the first sound in **pat** and **pet,** and the last sound in **top** and **sap.** Say **sap** slowly, and tell me the last sound. C. **s–a–p. p.**

T. Say the sound three times. C. **p–p–p.**

T. What makes a sound like that?

C. The engine, the motor boat.

T. This is the letter that makes the new sound, p. What does this letter say? C. **p.**

T. Let us try to read new words with the sound in. Here they are.

C. Sap, map, tap, pat, papa, past.

T. (If the child fails to get these words, take them as in "Game 4.")

T. Read this story.

C. Papa pats the cat.
The cat spat at papa.
I stamp at the cat.
Scat cat!

AFTERWORK. 1. As in former lessons.

2. Draw a picture of the story, "Papa pats the cat."

LESSON 9

c, C, *c*, *C*

Purpose. — To teach the sound of **c** in **cat**.

(In making **c**, place the back of the tongue in contact with the soft palate; compress the breath and cause it to escape with a slight puff.)

T. Guess what I say, **c–a–t**, **c–a–p**, **c–a–s–t**, **c–a–m–p**.

(C. guesses the words.)

T. Say the word **cat** slowly, and tell me the first sound.

C. **c–a–t**, **c**.

T. This is the word cat. Find the new letter in it. What sound does this letter make?

C. **c**.

T. Try to read these new words.

c. cap, caps, cats, cast.

AFTERWORK. As in previous lessons.

LESSON 10

o, O, *o*, *O*

Purpose. — To teach the sound of **o** in **top**.

(In making the sound, open the mouth wide, round the lips, raise the tongue slightly, and cause the voice to escape suddenly.)

T. Guess what I say, **o–n**, **h–o–t**, **t–o–p**, **m–o–p**.

(C. guesses the words.)

T. What is the first sound in the word **top**?

C. **t**.

T. What is the last sound in top?

C. **p**.

T. This is the word top.

T. Point to the letters that make the sounds **t** and **p**.

C. points to **t** and **p** in **top**.

T. Say the word **top** slowly, and tell me the middle sound.

C. **top**, **o**.

T. Find the letter, in the word **top**, that makes this sound.

C. points to **o** in **top**.

T. This is a new sound for to-day, and this is the letter that makes it, O. What is the sound?

C. **o**.

T. Look in the mirror, say the sound a long time, and notice what you do with your lips.

T. Find the letter ŏ in these words, and read the word after you have found the letter.

C. sop, cop, mop, pop, pot, sot, cot, Tom, toss, moss, cost, stop.

AFTERWORK. 1. As in previous lessons.

2. Try to read this story about Tom and Sam by yourself, and, after a while, I shall ask you to tell me the story.

TOM AND SAM

Tom sat on the moss.

The cat sat on the moss.

Tom pops the pot on the cat.

Stop Tom! Sam, toss the mop at Tom.

Sam casts the mop past Tom.

The pot stops the mop.

The cat casts the pot on the moss.

Tom and Sam pat the cat.

LESSON 11

h, H, *h, H*

Purpose. — To teach the sound of **h** in **hat**.

(In making the sound, place the mouth in the same position as for **a**, and allow the breath to escape gently.)

T. Guess what I say, **h–a–t, h–o–p, h–e–n, h–i–t.**

(C. guesses the words.)

T. Our new sound is the first sound in **hat, hop, hill, hen, hit.** Say **hat** slowly, and tell me the first sound.

C. **h–a–t, h.**

T. When the frost is on the window pane and you cannot see through, if you hold your mouth close to the pane and breathe on the glass the frost melts away, and you can see out. Show me the way you would breathe on the glass. That is the sound of **h.** You can scarcely hear it in a word. Say the word **hat,** again, and notice that the first sound is only a breath.

C. **hat, h.**

T. This is the letter that makes the sound, h.

This is the word hat. Find the new letter in **hat,** and give it the right sound.

C. **h.**

T. Try to read these new words with the new sound in them.

C. hat, ham, hap, hast, haha.

T. Read this story to yourself, and then go to the mat and show me what the story says.

C. I hop on the mat.

T. Read these stories.

C. I am hot. The pot is hot. The hat is on the mat.

Afterwork. 1. As in previous lessons.

2. Try to read this story by yourself, and, after a while, I shall ask you to tell me the story.

(The sound of **s** in "**has**" is not the snake sound, but the sound of **s** in "**is**." Before the child reads the story teach him to read **has** by slow pronunciation.)

TOM AT THE CAMP

Tom is at the camp.

Tom has a cat at the camp.

Tom has ham on a hot pot, and sap at the tap.

Tom's top is on the cot.

The cat hops at the top on the cot.

Tom casts a cap at the cat.

Story Reproduction by the Child

At this stage, the child discovers words slowly and with great difficulty. If he attempts to read aloud, he proceeds in a halting, hesitating manner, which, if continued, may form a bad reading habit impossible to overcome.

It is better to have him read the story silently, and express the thought of the story in some other way than by attempting to read it aloud. The easiest way to do this is, for the child, after he has read the story silently,

simply to tell it to the teacher in his own words. Many other methods may be adopted. Often, after reading the story silently, the child, with slight suggestions, at intervals, from the teacher, will amuse himself for an hour or longer in working out, in his own way, a representation of the story.

The child's imagination is wonderfully active at this period. In the following lesson story, anything from a potato to a Teddy bear will do for a rat. If the teacher is sympathetic and enters into the spirit of the child's game, he will, usually, be pleased to explain quite fully what he is trying to do, and the teacher will have no difficulty in knowing whether he has read the story correctly or not.

In subsequent lessons the phrase, "as in previous lessons," is omitted, but the intention is that the afterwork be continued, as before, with such modifications as the teacher deems necessary.

LESSON 12

r, R, *r*, *R*

Purpose. — To teach the sound of **r** in **rat**.

(In making **r**, raise the point of the tongue towards the upper gum and cause the voice to escape, so as to make the tip of the tongue vibrate.)

T. Guess what I say, **r–a–t, r–a–p, t–r–a–p, r–a–s–p.** (C. guesses the words.)

T. Our new sound is the first sound in **rat** and the last sound in **purr**. Say **rat** slowly, and tell me the first sound.

C. **r-a-t, r.**

T. This is the letter that makes the sound r. Say the sound again.

C. **r.**

T. See if you can tell all these new words.

C. rat, rats, rap, raps, ram, trap, strap, rasp, star, tar, mar, art, part, mart, smart, tart, start, apart.

(The teacher will notice that the sound of **a** before **r**, as in **star**, is not the sound of **a** in **rat**, and should be pronounced differently. It is not necessary to teach the child this sound by itself. The purpose is to get him to read, and the teacher will find, in this lesson, that the child can guess the word **star**, without assistance, and that he will pronounce it the way he has always pronounced **star**, and not as if **a** had the sound of **a** in **at**.)

AFTERWORK.

T. Try to read this story to yourself.

THE RAT AND THE TART

The rat is at the hot tart.
The trap is past the tart.
The smart rat hops to the trap.

The rat pops the tart on the trap.

The tart taps the trap, and the rap starts the trap.

The rat has the tart.

Later

C. I have read the story.

T. What was the story about?

C. **A rat and a tart and a trap.**

T. Draw a picture of the rat and the tart and the trap.

Later

C. I have drawn the pictures.

T. Here is the paper and scissors, cut **a rat** and **a tart** and **a trap.**

Later

C. Here is the paper rat and the trap and the tart.

T. Put them on the floor and show me how the rat set off the trap.

LESSON 13

e, E, *e, E*

Purpose. —To teach the sound of **e** in **end.**

(In making the sound, place the organs in the same position as for **ă.** Open the mouth a little wider, enlarge the back cavity by raising the tongue a little higher, and cause the voice to escape suddenly.)

T. Guess what I say, **e–n d, m–e–t, s–e–t.**

(C. guesses the words.)

T. Our new sound is the first sound in the words **end, egg, ever.** Say the word **end** slowly, and tell me the first sound.

C. **e–n–d, e.**

T. Tell me the sound of the first letter in this word, pet.

C. **p.**

T. What is the sound of the last letter?

C. **t.**

T. Point to the other letter. (C. points to **e.**)

T. Say **pet** slowly, and find the middle sound.

C. **p–e–t, e.**

T. This is our new sound, and it is the sound that this middle letter makes. Say the word **end** slowly, again. Notice the first sound and tell me what this letter says, e.

C. **e–n–d, e.**

T. What word is this? pet.

C. **p–e–t, pet.**

T. Try to read these new words.

C. met, set, pet, hem, hemp, step, stem, mess.

AFTERWORK.

T. Try to read this story by yourself, and then come back and tell me all about it.

TOM AND THE RAM

Tom met the ram at the cart.
The ram is cross and starts at Tom.
Tom is smart and hops on the cart.
Tom has a strap.
Tom pops the strap on the ram.
The ram starts to trot. The strap stops the ram. The ram hops and hops.
Tom pets the ram.

Dramatization. — This story can be acted by two children personating Tom and the ram. In introducing dramatization, which children always enjoy very much, it is well also to continue the afterwork of writing the new sound, etc.

LESSON 14

Purpose. — To teach the sound of **ee** in **meet**.

(The sound is made exactly like the long sound of **e**, that is, the alphabetical name of the letter.)

T. Guess what I say, **s–ee**, **s–t–ee–p**, **s–t–ee–r**, **m–ee–t**.

(C. guesses the words.)

T. What word is this, met ?

C. **met**.

T. Point to each letter in the word **met**, and tell me what sound it makes.

C. **m, e, t.**

T. Make the middle sound in **met**, for a long time.

C. **e—e.**

T. Our new sound is the middle sound in **meet**. Say **meet** slowly, and tell me the middle sound.

C. **m-ee-t, ee.**

T. Say the middle sound in **meet**, for a long time.

C. **ee—ee.**

T. This is the word meet. Find the part that says our new sound.

(C. points to **ee**.) C. That is the same letter as **ĕ** in met with another **ĕ** after it.

T. That is right. Look in the mirror and say **met** and **meet**.

C. **met, meet.**

T. Now say **ĕ, ee (e)**.

C. **ĕ, ee.**

T. Say **met, meet, e, ee**; **met, meet, e, ee**; and keep on saying that and notice the difference in the sounds of **e** and **ee**. Try to read these new words.

C. see, steep, steer, meet, seem, teem, seer, peep, peer, creep, spree.

T. Sometimes one **ĕ**, at the end of a word, has the **ee** sound. Here are two words like this, read them, he, me.

C. **h-e, he, m-e, me.**

AFTERWORK.

T. Try to read this story by yourself and then come and tell me the story. Perhaps you can play it after that.

SAM AND SPOT

Spot is the pet steer.

Sam is in the tree.

He creeps to the tree top to peep at Spot.

Spot peers at Sam on the tree top.

Spot stamps the moss.

LESSON 15

u, U, *u*, *U*.

Purpose. — To teach the sound of **u** in **up**.

(In making the sound, open the mouth, not quite so wide as for **a**. Raise the tongue somewhat, and cause the voice to escape suddenly.)

T. Guess what I say, **u–p**, **p–u–p**, **u–s**, **m–u–s–t**. **u–p**.

(C. guesses the words.)

T. Our new sound is in **up**, **cup**, **pup**.

Say **up** slowly, and tell me the first sound.

C. **u–p**, **u**.

T. Say the sound a number of times quickly, and think of the first sound in **up**, each time when you make the sound.

C. **u**, **u**, **u**, **u**, **u**.

T. Now say the sound a long time.

C. **u**—.

T. This is the word **up**. Find the letter that makes the new sound. (C. points to **u** in **up**.)

T. Try these words.

(Teach the sound of **u** in **put** and **puss**, by slow pronunciation.)

C. up, pup, us, must, sun sup, supper, cup, cut, cur, purr, hut, hum, run, rut, rum, rump, put, puss.

Read the story we had yesterday about "Sam and Spot."

(C. reads the story on page 37.)

AFTERWORK.

Now, read this by yourself, and come back and tell me the whole story, — yesterday's story and to-day's story.

SAM AND SPOT (2)

Sam sees the pup creep past the tree.
He sets the pup on Spot.
Spot steps on the pup.
Sam, Sam, see the pup! Stop, Spot!
The pup hops up.
Sam pets the pup.
The pup seems hot.
Sam puts the pup on Spot's rump.

Later

Have children play the story as a game. A child who has no other children as comrades, usually, has imaginary playmates and will work out the game by himself, with a little suggestion and encouragement from the teacher.

LESSON 16

n, N, *n*, *N*

Purpose. — To teach the sound of **n** in **on**.

(In making **n**, place the edge of the fore part of the tongue firmly against the upper gum; compress the voice and cause it to escape through the nostrils.)

T. Guess what I say, **n–o–t**, **n–e–t**, **n–u–t**, **t–a–n**, **p–a–n**, **m–a–**. (C. guesses the words.)

T. What word is this that I say, **o–n**?

C. **on**.

T. What is the first sound in **on**?

C. **o**.

T. Our new sound is the first sound in **not**, and the last sound in **on**.

Say **on** slowly, and tell me the last sound.

C. **o–n, n**. (If the child does not get the sound right, have him say the word **not** slowly, and find the first sound.)

T. Find the letter in **on**, that makes the new sound.

(C. points to **n** in the word **on**.)

T. Here is the letter by itself, say it a long time quietly, n.

C. n.

T. Hold your nose with your fingers and see if you can say n.

T. The reason you cannot do it is because you say the sound through your nose. Try these words.

C. Nat, not, net, nut, nap, tan, man, ran, can, pan, span, pen, men, hen, ten, Ann, sent, rent, tent, pent, pant, rant, happen, ant.

AFTERWORK.

T. Try to read this story by yourself, and then play it.

NAT AND THE PUP

Nat is up the tree.
Ann is on the mat.
The pup sleeps on the moss.
Nat sent a nut at the pup.
The pup ran at the nut.
His nap is past.
Ann has the nut.

LESSON 17

i, I, *i*, *I*

Purpose. — To teach the sound of **i** in **it**.

(In making the sound, arch the tongue and raise it towards the roof of the mouth, the point being depressed and the lips narrowed, the mouth slightly open, and the back cavity enlarged. Cause the voice to escape suddenly.)

T. Guess what I say, **i–t, i–n, i–s, h–i–m**.

(C. guesses the words.)

T. Our new sound is the first sound in **it, in, is**. Say **it** slowly, and tell me the first sound.

C. **i–t, i**.

T. This is the word it. Find the letter that makes the new sound in **it**.

(C. points to **i** in **it**.)

T. What does this letter say, i ?

C. **i**.

T. Try to read these words.

C. in, it, is, Tim, him, tin, pin, sin, mitt, sit, pit, pip, hit, hip, sip, tip, rip, miss, mint, mist, mister, spit, spin, nip, trip, strip, snip, script, mitten, smitten.

T. This is the way i is written at the beginning of a

story, I. You had this large letter before as a word. What did you call it?

C. I. (The alphabet name.)

AFTERWORK. T. Read this story.

PUSS AND THE RAT

Miss Puss is in the hut and sits in the corner and spins.

A rash rat creeps up to the hut and peeps in.

Mister Rat sees Miss Puss.

Miss Puss puts a tart in a pan on the mat.

Miss Puss shuts her peepers and seems asleep.

"Ha! ha!" murmurs Mister Rat,

"Miss Puss has a nap,

I see a supper on her mat."

Mister Rat runs at the tart and trips on the mat.

Miss Puss hops at the rat and upsets the pan on the rat.

LESSON 18

Purpose. — To teach to read such words as **pine**, containing **e** silent at the end, and long **i** in the word.

T. If you were looking at a pine tree, this is what you might say. Try to read it.

C. I see a pine tree.

T. Good. Find the word **pine**.

(C. points to the word **pine**.)

T. What word is this, pin ?

C. **Pin**.

T. What do you put at the end of the word **pin** to make the word **pine**?

C. **ĕ**. (Of course, the child will give the sound of **e** in **pet**, and for the present the teacher had better give that sound.)

T. Say the word **pine** slowly, and tell me what sound this letter **i** has in pine.

C. **p–ī–n, ī**.

T. That is called the long sound of **ĭ**. You see **ĭ** sometimes has the long **i** sound. Say **pine** slowly again, and see if **ĕ** has anything to say.

C. **p–ī–n**. No, **ĕ** does not say anything.

T. **ĕ** is put there to show you that the **ĭ** has the long **i** sound.

T. We learned, yesterday, that capital **ĭ** is written the same as the word **I**. To-day, we learn that when **ĕ** is at the end of a word, **ĭ** is *pronounced* like the word **I**. When **ĭ** has the **I** sound it is called the long sound.

What word is this, tin ?

C. **tin.**

T. Let us put an ĕ at the end of it and see what new word we get. Here it is, tine. What sound will this letter have now i ?

C. I.

T. You may draw a pencil mark through ĕ to show that it does not talk and a straight line over i to show that i has the long sound.

T. Now try to find what word it is, tīn̸e̸.

C. **t–ī–n, tine.**

T. Good. The fork has a tine.

T. What word is this, spin ?

C. **spin.**

T. Let us try this word, spine, with an ĕ at the end of it. You need not draw a pencil mark through ĕ this time. What are you to remember about ĕ ?

C. That it does not talk.

T. What sound has this letter i in this word spine ?

C. ī.

T. Try to tell what the word is.

C. **s–p–ī–n, spine.**

T. Now, I think you can read this long list of new words.

C. ripe, time, tire, mite, mine, mire, site, sire, spire, spite, smite, snipe, pipe, hire, rime, rise, nine, prime, crime, tripe.

AFTERWORK.

T. Read this story by yourself, and then play it.

THE PICNIC (1)

Puss, the pup, and the hen meet at the pine tree. It is a picnic. Puss has catnip in a cup. The pup has ham in a pot. The hen has hot tarts and corn in a pan.

The supper is on a stump. The hen sits at the pump and has the corn. The cat sips at the cup. The pup starts at the ham.

DIFFERENT SOUNDS FOR THE SAME LETTER

If the child seems puzzled with the two sounds, tell him that, after he has read a few stories, it will be quite easy for him to tell the right sound; and that, when you are reading, you never have to think about it. After this, it is as well to take it for granted that some letters have several sounds. It is also well to encourage the child to try to read anything that he seems inclined to read. When he meets serious difficulties, do not make too much of them. Tell him that we shall learn about that later on.

LESSON 19

f, F, *f*, *F*

Purpose. — To teach the sound of **f** in **fat**.

(In making **f**, the throat and lips are open, the teeth separated. The middle part of the lower lip is placed against the edges of the upper front teeth and the breath is driven out against them.)

T. Guess what I say, **f–a–t**, **f–a–n**, etc. (See list below.)

T. Say **fat** slowly and tell me the first sound.

C. **f–at**, **f**.

T. Look in the mirror. Make the new sound for a long time and notice what you do with your upper teeth and lower lip when you make the sound. This is the letter that makes the sound, f. What does this letter say?

C. **t**.

T. Try these new words.

C. Fat, fan, fast, fop, for, form, font, fern, fit, fir, fin, fuss, fur, fun, raft, soft, fist, from, fret, freed, reef, aft, after, rafter, staff, stiff, far, farm, farmer.

AFTERWORK.

T. Read this story by yourself, and play it.

THE PICNIC (2)

(Teach the word **to** by slow pronunciation.)

After supper, puss, the pup, and the hen start to run for fun. After a fine romp, the cat runs up the tree, the pup sits on the moss, and the hen rests in the pan.

A rat creeps up the stump and starts at a tart. The pup sees the rat and runs for it. Puss sees the rat, and hops off the tree, on to the stump. The rat runs past the hen. The hen hops up on the pump.

The rat runs fast for its nest and puss and the pup run after it.

Run, rat! run, pup! run, puss!

The rat can run as fast as puss and the pup. Puss and the pup miss the rat.

The rat is in its nest.

LESSON 20

l, L, *l*, *L*

Purpose. — To teach the sound of l in **let**.

(In making l, place the tip of the tongue against the upper gum and cause the voice to flow over the edges in a pure tone.)

T. Guess what I say, **l-a-p**, etc. (See list below.)

T. Our new sound is the first sound in **let**, and the last sound in **bell**. Say **let** slowly, and tell me the first sound.

C. **l-e-t, l.**

T. Find the letter that makes our new sound in this word let.

(C. points to l in **let**).

T. Here is the letter by itself, l. Tell me the sound again, and notice what you do with the tip of your tongue.

T. Try these words.

C. Lap, last, let, lest, lop, lob, left, lent, lit, lip, lisp, loll, tell, mell, fell, till, fill, mill, sill, hill, spill, rill, still, distill, all, tall, mall, call, hall, fall.

(The sound of **a** in **all, tall,** etc. is not the sound of **a** in **at**. It is taken up in Lesson 46. In the preceding list, the words **all, tall,** etc. may be taught by slow pronunciation.)

AFTERWORK.

T. Read this story by yourself. Then read the whole story, pages 45, 47, 49, and then play it.

(The sound of **a** in **after** may be taught by slow pronunciation.)

AFTER THE PICNIC (3)

After a time the sun sets, and the stars peep and peer.

All is still.

Tom and the pup sleep in the tent.

The hen sleeps in the pine tree.

The rat creeps up, and has a fine feed on the tart on the stump and the corn in the pan.

(In succeeding lessons, when a word occurs containing a letter having a sound slightly different from the sound learned, it may always be taught by slow pronunciation, and the correct pronunciation emphasized.)

LESSON 21

d, D *d, D*

Purpose. — To teach the sound of **d** in **did**.

(In making **d**, place the organs of speech in the same position as for **n**, and close the nostrils. An endeavor to

produce voice without moving the tongue, results in a muffled sound being made in the throat; a slight puff being heard on the separation of the tongue and the gum.)

T. Guess what I say, **a**–**n**–**d**, etc.

T. The new sound is the first and the last sound in **did**. Say **did** slowly, and find the first sound.

C. **d**–**i**–**d**, **d**.

T. Put your fingers in your ears and say **t** and **d**, and tell me which sound you make in your throat.

C. **t**, **d**, —**d**.

T. This is the word did. Find the letters that make the new sound.

(C. points to **d** and **d** in **did**.)

T. What does this letter say, d ?

C. **d**.

T. Read these words.

C. and, Dan, dap, dot, don, doff, doll, den, dell, dim, dip, din, did, mad, sad, pad, cad, had, fad, add, lad, sod, cod, hod, rod, nod, red, end, Ned, fed, led, hid, lid, need, seed, heed, reed, feed, deed, deem, deep, deer, drum, dram, dull, drop, hard, card, lard, send, tend, mend, spend, rend, fend, lend, contend, suspend, land, sand, hand.

AFTERWORK.

T. Read this story and draw a picture of it.

NED AND HIS MILL

Ned has a small mill at the hill.

He has put up a dam for a fall to turn his mill.

He sits on the sill of his mill and drops his rod in the pond. Perhaps he can land a mud-cat on the sod.

LESSON 22

Purpose. — To teach the sound of **sh** in **shop**.

(In making the sound, the opening at the tip of the tongue begins further back than in **s** and the breath hisses through a channel to the tip.)

T. Guess what I say, **sh–o–p**, **sh–o–t**, **sh–ee–p**, etc.

T. The new sound is the first sound in **shop**, **sheep**, **shot**, **shell**. Say **shop** slowly, and tell me the first sound.

C. **sh–o–p**, **sh**.

T. We make that sound when we want people to keep still, or when we want the baby to go to sleep. Say it again for a long time.

C. **sh**——.

T. Here are the words shop and sheep. Point to the part that says our new sound.

(C. points to **sh** in **shop** and **sheep**.)

T. Did you have these letters before?

C. Yes, the first is the snake sound, and the other is the sound I made when I breathed on the frosty window pane.

T. When you put these two sounds close together they have a slightly different sound. What is our new sound again?

C. **sh**.

T. Read these new words.

C. shop, shot, sheep, sheet, sham, sheen, ship, shin, shut, shun, mash, sash, cash, hash, rash, lash, dash, fish, dish, mesh, mush, rush, hush, crush, fresh, shirt, shall, flash, smash, splash, shad.

T. Read these words, he, me.

C. **he**, **me**.

T. Here is another word where ĕ at the end has the **ee** sound, she. Read it.

C. **sh–e**, **she**.

AFTERWORK.

T. Read the story and then play it.

NED AND HIS PET DEER

Moll is Ned's pet deer.
Moll sleeps in the dell.
Ned feeds her from his dish.

The first time Ned met Moll, she ran fast from him across the dam, on the hard sod and slipped into the mill-pond. Moll needed help. In a flash, Ned dashed to the spot. Moll rushed for Ned. Ned lifted her up on the dam. Ned led her to the mill and fed her a dish of corn mash. Ned shut her in the shed. Moll is a fine pet.

LESSON 23

Purpose. — To teach the sound of **th** in **this** and in **thin**.

(In making these sounds, the tongue tip closing is not made as tight as for **d** and **t**.)

T. Say **this** slowly and tell me the first sound.

C. **th–i–s, th.**

T. Here is the word this. Find the letters that make the new sound.

(C. points to **th** in **this**.) C. We have had these letters before.

T. Yes. When **t** and **h** are put together they have the new sound. You will notice that it is the first sound in the word **the**, that you learned long ago. Try to read these words.

C. this, that, the, thus, then, than, father, mother.

T. Say **thin** slowly, and tell me the first sound.

C. **Th–i–n**, **th**.

T. Here is the word thin. Point to the letters that make the sound.

(C. points to **th** in **thin**.)

T. The sound of **th** in the word **thin** is not exactly the same as **th** in **this**, but you can read the words. Here are some words where **th** has the same sound as in **thin**. Try to read them.

C. path, hath, lath, moth, cloth, froth.

AFTERWORK.

T. Read and play this story.

FAN AND HER DOLL

Fan has a doll. She calls it Nell. Fan sits on the sod and Nell is in her

lap. Fan cuts bits of thin red cloth for a dress for Nell. Her father sent her a strip of fine fur to trim it. She puts a collar of this fur on the dress. If Fan has a small strip of fur left, she can trim a muff for Nell.

LESSON 24

b, B, *b*, *B*

Purpose. — To teach the sound of **b** in **bat**.

(In making **b**, place the organs in the same position as for **m**. Close the nasal passages and cause the voice to make a muffled sound. When the lips are opened a gentle puff is produced.)

T. Guess what I say, **b–a–t**, etc.

T. Our new sound is in **bat, Bob, cab**. Say **bat** slowly, and tell me the first sound.

C. **b–a–t, b**.

T. Find the letter that makes the new sound in this word bat.

(C. points to **b** in **bat**.)

T. Say **pat** and **bat** and think of **p** when you say **pat** and **b** when you say **bat**.

C. **pat, bat.**

T. Close your ears with your fingers, and say **p** and **b**, and notice which sound you say in your throat.

T. Read these new words.

C. bat, bad, Ben, bass, bell, bid, bed, bit, bin, bib, Bob, mob, sob, rob, cob, fob, rib, nib, tub, hub, rub, throb, shrub, cab, dab, slab, band, bend, bond, brush.

T. Read these words, he, me, she.

C. **he, me, she.**

T. This is another word where ĕ has the **ee** sound, be. Read the word.

C. **b–e, be.**

AFTERWORK.

Read the story to yourself. Draw a picture of the story, then play the story. (This direction applies to the afterwork of all succeeding lessons.)

BEN AND HIS HUT

Ben has a hut at the bend of the millpond.

In the hut, Ben has a bed and a tub.

At times, he sleeps in his hut and has a bath in his tub.

Bob is Ben's small brother.

Bob is at Ben's hut.

Bob is a bad lad. He hit Ben's tub with a bat, and split the tub.

Ben can not let Bob into his hut, till Bob is a better lad. Bob is sad.

LESSON 25

g, G, *g, G*

Purpose. — To teach the sound of **g** in **get**.

(In making **g**, place the back of the tongue close against the soft palate, and compress the voice, causing a muffled sound in the throat. A clicking sound is made on the separation of the organs.)

T. Guess what I say, **g**–**e**–**t**, etc.

T. Our new sound is in **get**, **go**, **beg**. Say **get** slowly, and tell me the first sound.

C. **g**–**e**–**t**, **g**.

T. Find the letter that makes the sound in this word, get.

(C. points to **g** in **get**.)

T. Say **cot**. **got**, **c**, **g**, and think of **cot** when you say **c**, and **got** when you say **g**.

C. **cot**, **got**, **c**, **g**.

T. Close your ears with your fingers. Say **c** and **g**, and notice which sound you say in your throat.

T. Read these new words.

C. get, got, tag, sag, nag, rag, fag, bag, lag, gag, hog, log, dog, frog, pig, lug, tug, mug, pug, hug, rug, bug, dug, peg, leg, beg, egg.

AFTERWORK.

BEN AND HIS FROG

Ben sleeps in his hut in summer. He gets up at sunrise. He has a bath in his tub, and then he has a glass of milk and an egg in a mug. He puts a bag on his arm and runs to the pond to fish for bass.

Ben put a bug on a bent pin at the end of his line. He felt a tug at the bug, but it was a big frog and not a bass.

Ben put the frog in his tub. The frog snaps up all the flies in the hut.

LESSON 26

w, W, *w*, *W*

Purpose. — To teach the sound of **w** in **wet**.

(In making **w**, round the lips and cause the voice to escape so as to blend with the following vowel sound.)

T. Guess what I say, **w–e–t**, etc.

T. Say **wet** a long time, and tell me the first sound.

C. **w–e–t**, w.

T. When we make the sound quickly, it is like the sound the big pig makes. Let us make it that way.

C. **w, w, w.**

T. Now let us make it together, for a long time, like the wind whistling down the chimney.

T. and C. **w —.**

T. Here is the word **wet.** Find the letter that makes the sound like the wind.

(C. points to the letter **w**.)

T. Try to read these words.

C. wet, went, well, west, weep, will, wish, wind, wilt, want, wash, wasp, wart, waft, wagon, twill, twist, twirl, turn, twine, swan, swash, swim, swift, sweet, sweep, Swiss, swell, wish, winter, water.

WILL AND THE WASP

Will went to spend a week with Ben.

Will is from the town. At sunrise Will got up. He did not stop for Ben, but went to the water, himself, for a swim. The damp grass wet his feet.

He stepped on a wisp of grass. A wasp was on the wisp. Will did not see it. The wasp darted up and lit on Will's hand. Will began to weep. Ben got up and missed Will, and went to hunt for him.

Will sees Ben and calls "Ben! Ben! See the wasp!"

Ben sees the wasp on Will's hand and calls to Will that the wasp will not hurt him if he stands still.

Ben gets a wisp of grass and lets the wasp creep from Will's hand to the wisp.

LESSON 27

Purpose. — To teach the sound of **ng** in **sing**.

(In making the sounds **n** and **g** together the back of the tongue is raised and the tongue tip is not pressed tightly against the roof of the mouth, as in making **n**.)

T. Give the sound of each letter in this word, sing. Then, try to read the word.

C. **s–i–n–g, sin–g**.

T. That is not exactly right. The word is **sing**. Can you sing a song? Say **n** and **g** and notice what you do with the tip of your tongue, each time.

C. **n, g**.

T. Now say sing slowly and notice what you do with the tip of your tongue when you put **n** and **g** together.

C. **s–i–ng, sing**.

T. Try to read these words.

C. Sing, ring, bring, cling, sling, fling, string, thing, wing, singing, ringing, bringing, clinging, stinging, flinging, lasting, tumbling, cutting, hopping, running, sang, rang, fang, bang, pang, song, long, gong, prong, hung, ding, dong, humming, drumming, fingering, lingering, calling, cutting, weeping, cunning, planting.

HAMMER SONG

Listen to the blacksmith's hammer, — bing, bang! cling, clang!

A man has led in a fine colt, to be shod. The man will not be long, and the colt will be well shod. He will stand still, for his foot will not sting.

The blacksmith sings a song as he swings his hammer, bing, bang, cling, clang.

DING DONG BELL

Ding, dong, bell!
Puss is in the well.
Who put her in?
Long Tom Thin.
Who pulled her out?
Short John Stout.

LESSON 28

v, V, *v*, *V*

Purpose. — To teach the sound of **v** in **vat**.

(In making **v**, the position of the organs is the same as for **f**. The voice is driven out in the same way that the breath was in making **f**.)

T. Guess what I say, **v–a–t**, etc.

T. Our new sound is the first sound in **vat**, **very**, **vex**, **vest**. Say **vat** slowly, and tell me the first sound.

C. **v–a–t, v.**

T. Here is the word vat. Point to the letter that makes the new sound.

(C. points to **v** in **vat**.)

T. Here is the letter, **v**. Make the sound again.

C. **v**.

T. That is the sound we make when we are cold; let us say it a long time, as if we were shivering.

T. and C. **v**—.

T. Say **fat, vat, f, v**, and think of the word when you say the sound.

C. **fat, vat, f, v**.

T. Now put your fingers in your ears and say **f, v**, and notice which sound you say in your throat.

T. Try to read these words.

C. vat, vest, van, vast, velt, velvet, vim, river, shiver, visit, vista, virgin, riven,

driven, striven, ever, sever, never, forever.

AFTERWORK.

SAM AND HIS HIVE

Sam's papa offered him five dimes a week to start the morning fire. Thus Sam got five dollars, and for the five dollars he got a hive of bees.

Sam can sit at the side of the hive and see the bees go in and out at the front. Last week the bees stung Sam and this time he has a net on his hat. The net is pinned under his velvet vest.

LESSON 29

k, K, *k*, *K*

Purpose. — To teach the sound of **k** in kitten.
(The sound is the same as **c** in **cat**.)
T. Guess what I say, **k–i–t–t–e–n**, etc.

T. Our new sound is the first sound in kitten; say **kitten** slowly and tell the first sound.

C. **k–i–t–t–e–n, k.**

T. Here is the word kitten, point to the letter that makes the sound.

(C. points to **k** in **kitten**.)

T. You see there are two letters that have the same sound. Read these words and give the first sound in each,

cat, kitten.

C. **cat, kitten, c, k.**

T. Read these words.

C. kitten, skip, kept, Turk, mark, spark, park, lark, dark, hark, bark, work, skin, skim, skill, skirt.

T. **c** and **k** are sometimes put together and still have the same sound. Read these words.

C. Stick, kick, lick, tick, trick, thick, chick, back, hack, track, Jack, lack, nack, pack, sack, tack, lock, mock, rock, sock, tock, frock, smock, duck, luck, chuck, truck, pluck, struck, deck, neck, peck, speck, freckled, pick, cluck, click, Dick, dock.

THE MINK AND THE FROG

A mink is long and thin, and not as big as a cat. He likes fish, eggs, mice, and frogs. He has fine, soft, thick fur. He has a dark stripe on his back.

Tim, the mink, sat on a log at the bog.

Mister Frog sat in the green froth of the bog.

Tim sees Mister Frog in the bog. Mister Frog sees Tim on the log.

"Good morning, Tim," pipes up Mister Frog.

"Good morning, Mister Frog," calls Tim. "Hop up and sit with me on the log."

Mister Frog thinks hard and blinks three blinks. Then Mister Frog sinks down kerplunk, and skips behind an old wet stump.

LESSON 30

Purpose. — To teach **ch** in **chin** and **tch** in **match**.

(In making **ch** the sound is at the tip of the tongue instead of at the back of the tongue as in making **c**.)

T. Guess what I say, **ch–i–n**, etc.

Say **chin** slowly, and give the first sound.

C. **ch–i–n, ch.**

T. When the engine is letting off steam it makes a sound like that. This is the word chin. Find the part that says **ch**. (C. points to **ch** in **chin**.)

T. When **c** and **h** come together, they make the engine sound. Make it again.

C. **ch, ch, ch, ch, ch.**

T. Read these words.

C. chin, chip, chop, chap, cheek, chill, church, chapel, check, chat, chum, chuck, chicken, much, such, chickadee, cinch, flinch, rich.

T. This is the word catch. Find the letter that does not talk.

(C. points to **t** in **catch**.)

T. **t** before **ch** does not talk. Read these words.

C. catch, match, patch, satchel, hatch, batch, latch, ditch, rich, pitch, witch, fetch, botch, notch, snatch.

THE HEN AND CHICKS

The pet hen hid her nest in a notch at the bottom of a birch stump. Charles had pitched chaff into this notch. The hen scratched the chaff into a nice nest. Then she put nine eggs in it, and hatched a fine batch of chicks. The hen brings the chicks into the orchard and crosses a ditch. The chicks cannot cross the ditch. The chicks get lost in a patch of long grass and call, "Cheep, cheep, cheep." An urchin runs to help the chicks, and he and his chum fetch the old hen back.

LESSON 31

y, Y *y, Y*

Purpose. — To teach the sound of **y** in **yet**.

(In making **y**, raise the tongue towards the hard palate, dilate it against the upper side teeth, and cause the voice

to pass through its narrow passage, so as to blend with following vowels.)

T. Guess what I say, **y–e–t**, etc.

T. Say **yet** slowly, and tell me the first sound.

C. **y–e–t, y.**

T. You can scarcely make the sound aloud. All you need do is to think the sound when you see the letter in a word.

Here is the word yet. Find the letter that makes the new sound.

(C. points to **y** in **yet**.)

T. Read these new words.

C. yet, yell, yelp, yard, yarn, yonder, yes.

T. Sometimes this new letter has the sound of **i**, at the end of a word.

Try these words.

C. my, dry, cry, fry, try, by, fly, spy, sly, ply, comply, defy.

T. Sometimes the letter has the sound of **ee** at the end of a word.

Try these words.

C. happy, honey, pretty, very, berry, merry, money, fluffy, taffy, funny, bunny, sticky, milky, Harry, tarry, cherry, sunny, curly, hurly, burly.

HARRY'S CHERRY TREE

Yonder is Harry's cherry tree. In spring, it is covered with pretty blossoms, like a big, fluffy ball. Happy honey-bees fly from blossom to blossom, and hum a merry song. The bees carry many packs of honey and pollen from the cherry blossoms.

Harry thinks it is very funny to see a bee try to fly, when it has as much honey and pollen as it can carry. It will try and try to fly and, by and by, it will rise into the sky and fly to the hive.

If we put on nets and run across the yard and stand by the hive, we can see the bees arrive and fly to the hive.

See the bees with the pretty colored

legs running into the hive! Every bee has little baskets on its hind legs, and the baskets are full of pretty pollen to feed the baby bees in the hive. A baby bee is a grub. The big bees feed it well. Then it sleeps and gets wings and can fly.

LESSON 32

j, J, *j*, *J*

Purpose. — To teach the sound of **j** in **jam**.

(In making **j**, place a portion of the tongue, near the tip, against the roof of the mouth, near the upper front teeth, and attempt to sound the voice.)

T. Guess what I say, **j–a–m**, etc.

T. Our new sound is the first sound in **jam**, **Jim**, **jet**. Say **jam** slowly, and tell me the first sound.

C. **j–a–m**, **j**.

T. This is the word jam. Find the letter with the new sound.

(C. points to **j** in **jam**.)

T. Try these new words.

C. jam, jar, job, jog, Jim, Jess, jest, Jap, jump, Jack, Jill, junk, just.

JESSY AND THE JAM

(baby)

Jessy is the baby. She is just three.

The jam was in the jar in the pantry. The jar was on a shelf by the gas jet.

Jessy spied the jam in the jar and jumped for it. The jar upset and spilt the jam. Jessy began to cry. Jip, the dog, began to bark.

Brother Jack jumped up and ran to the pantry.

"O Baby, Baby, bad job for Jessy!"

LESSON 33

Purpose. — To teach **wh** in **when**.

(In making **wh** the vocal chords do not vibrate as in making **w**.)

T. Guess what I say, wh–ī–l, etc.

T. Say **when** slowly, and give the first sound.

C. **wh–e–n, wh**.

T. Make the sound three times as if you were blowing out a match.

C. **wh, wh, wh.**

T. This is the word **when.** Point to the part that has the new sound.

(C. points to the letters **wh** in **when.**)

T. Read these words.

C. when, while, whet, what, which, whip, whir, whirl, whiskers, whisper, white, whine, whether, whittle, whistle, whatever, whither, whelp, wharf, whack, wheel, wherry, whiff, whig, whim, why.

AFTERWORK.

THE WHITE RAT

Will and Harry were at the wharf, when, what did Will see but a white rat, with fine long whiskers. Will whispered to Harry to run after the rat and hit it a whack with a whip. While Harry and Will whispered, a whelp on the wharf began to whine and bark at the rat.

The rat ran under the wheels of a passing cart. The wheels whirled fast and the rat rushed up Harry's leg and hid under his jacket. Harry gladly kept him for a pet.

When Harry has a bit of cheese, he whistles for the rat, and, when the rat gets a whiff of the cheese, he runs up and nibbles at it in Harry's hand.

LESSON 34

x, X, *x*, *X*

Purpose. — To teach the sound of **x** in **box**.

(The sound is made like **ks**.)

T. Read these words.

C. thinks, barks, parks, minks.

T. Say **barks** slowly, and tell me the sound of the last two letters together.

C. **bar-ks, ks.**

T. Say **box** slowly, and tell me the last two sounds.

C. **b-o-k-s, ks.**

T. There is a short way of writing **ks**, with one letter. This is the word box. Find the letter that stands for **ks**.

(C. points to **x** in **box**.)

Read these words.

C. ox, fox, box, wax, tax, lax, flax, six, mix, fix, sixteen.

AFTERWORK.

THE PARROT AND THE FOX

Poll, the parrot, sat on a box by the wall. The box had been a beehive and lumps of wax still stuck to the inside of the box.

A sly fox ran from his den and hid by a pile of flax, not far from the box.

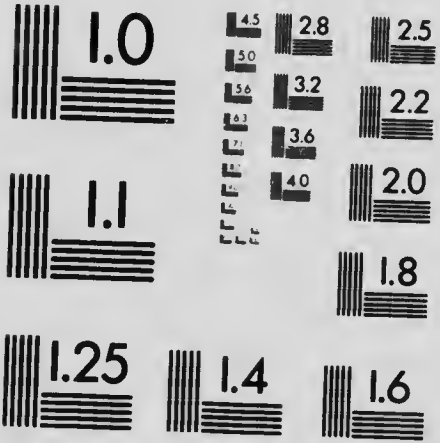
Poll sees the fox fix himself for a spring at her.

She begins to call the fox to come to the box. Poll hops on the wall.

"Mister Fox, Mister Fox! Smell the wax in this box. It is all sweet inside."

MICROCOPY RESOLUTION TEST CHART

(ANSI and ISO TEST CHART No. 2)



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The rat ran under the wheels of a passing cart. The wheels whirled fast and the rat rushed up Harry's leg and hid under his jacket. Harry gladly kept him for a pet.

When Harry has a bit of cheese, he whistles for the rat, and, when the rat gets a whiff of the cheese, he runs up and nibbles at it in Harry's hand.

LESSON 34

x, X, *x*, *X*

Purpose. — To teach the sound of **x** in **box**.

(The sound is made like **ks**.)

T. Read these words.

C. thinks, barks, parks, minks.

T. Say **barks** slowly, and tell me the sound of the last two letters together.

C. **bar-ks, ks.**

T. Say **box** slowly, and tell me the last two sounds.

C. **b-o-k-s, ks.**

T. There is a short way of writing **ks**, with one letter. This is the word box. Find the letter that stands for **ks**.

(C. points to **x** in **box**.)

Read these words.

C. ox, fox, box, wax, tax, lax, flax, six, mix, fix, sixteen.

AFTERWORK.

THE PARROT AND THE FOX

Poll, the parrot, sat on a box by the wall. The box had been a beehive and lumps of wax still stuck to the inside of the box.

A sly fox ran from his den and hid by a pile of flax, not far from the box.

Poll sees the fox fix himself for a spring at her.

She begins to call the fox to come to the box. Poll hops on the wall.

"Mister Fox, Mister Fox! Smell the wax in this box. It is all sweet inside."

Mister Fox trots up and sniffs at the box. In pops Mister Fox.

As Mister Fox turns in the box, his brush sticks in the wax.

Poll then calls to Max to bring the axe.

Mister Fox is in a bad fix in the box.

LESSON 35

q, Q, *q*, *Q*

Purpose. — To teach the sound of **qu** in **queer.**

(The sound is made exactly like **kw**.)

T. Say the word **queer** slowly, and give each sound.

C. **k–w–ee–r**.

This is the word queer. Find the part that says **kw**.

(C. points to **qu** in **queer**.)

T. This is our new sound q. We put **u** after it to make the sound of **kw**.

Read these words.

C. queer, queen, quill, quack, quick, quickly, quiet, quite.

AFTERWORK.

THE QUEEN'S VISIT TO QUACK-LAND

A queer little duck,
With a packet on his back,
Marched, quacking, out of Quack-land,
With a quill stuck in his hat.

He went quickly to the Queen,
And doffed his hat and quill,
And requested she accept
This token of good-will.

The packet held a letter
From Quack-land to the Queen,
Inviting her to meet the Quacks,
Upon the Quack-land Green.

The ducks and geese from Quack-land
Were all on hand to sing,
And the Quick-Quack, Quick-Quack,
Quick March,
Quite charmed the Queen and King.

LESSON 36

z, Z, *z*, *Z*

Purpose. — To teach the sound of **z** in **buzz**.

(The sound is made like **s** with the exception that **z** is made by closing the vocal chords in the throat.)

T. Say the word **buzz** slowly and make the last sound by itself.

C. **b–u–z, z.**

T. That is the sound the bee makes.

This is the word buzz.

Find the new letter and give it its sound.

(C. points to **z** in **buzz** and gives the sound of **z**.)

T. This is our new letter **Z**.

Try to read these words.

C. zebra, freeze, breeze, squeeze, sneeze, wheeze, prize, size, zeppelin.

T. This is the last letter you have to learn. You have learned to read more than five hundred words.

After this, we shall learn about letters that have more than one sound.

s sometimes has the sound of **z**. Read these words.

C is, has, was.

AFTERWORK.

THE ZEBRA

(zoo, pony, down)

Max went, with his papa, to the zoo. The zoo is in a park and has all kinds of queer animals in it. Max saw an animal like a Shetland pony. It was called a zebra. It had black and white stripes up and down its sides.

Max had a ride on a camel with a hump on its back.

LESSON 37

Purpose. — To teach the sound of **a** in **pane**.

T. Tell me these words.

C. Pin, pine.

T. How did you know the word is **pine** and not **pin**?

C. Because there is an **ĕ** at the end of the word.

T. What did we find out about **ĕ** at the end of a word which had **i** in it?

C. **ĕ** does not talk.

T. Read this story.

C. The corn is in the pan.

T. Sam went to the window on a very cold morning and

tried to look out, and Jack Frost had covered the glass with pretty ferns. This is what Sam said; try to read it.

C. The frost is on the pane.

We found that ĭ had different sounds in **pin** and **pine**. We now find that **ă** has different sounds in **pan** and **pane**. Read these words again.

C. pan, pane.

T. Which word has **ĕ** at the end of it?

C. **pane**.

T. Say **pane** slowly, and tell me if **ĕ** talks.

C. It does not talk.

T. Say **pane** slowly and tell me the sound the letter **ă** has in it.

C. **p–a–n, a.**

T. Good. That is the long sound of **a** and it is the A, B, C name that grown-up people always call it. We shall call it **ā** after this. You are beginning to learn your A, B, C's now. Look in the mirror and say **pan, pane,** and notice the difference in the way you make the sounds.

T. See what a number of new words you can read now.

C. Cake, cage, came, cave, [illegible], cape, case, dale, dame, chase, date, gale, game, gape, gate, gave, hate, lake, lame, lane, late, lave, Jane, made, make, mane, name, nape, page, pale, pane, pate, pave, rake, rate, rave, sake, sale, same, sane, sate,

save, slave, shave, stave, snake, take, tale, tame, tape, vane, wane, wake, brave, wave, amaze, daze, care.

T. In these words, ă has the ā sound. Read the words.

C. baby, lazy, mazy, crazy.

AFTERWORK.

THE MONKEY AND THE PUG
(dozed)

At the Zoo, Max saw Jacko, a small monkey, in a cage with a lazy pug dog. As the pug dozed on a mat in the cage, Jacko sat on a swing not far from the pug. Quick as wink, Jacko jumped on the pug's back, and squeezed pug's neck till he wheezed and sneezed. The pug was amazed and dazed, and ran up and down zigzag until he was dizzy. At last, as poor pug was almost crazy, the keeper came and lifted Jacko off and let the pug run with him into the park.

JAMES AND HIS SNAKE
(play)

Jane made a cake and gave it to the lame lad at the gate. His name is James. James is brave. He came across a snake in a cave and put the snake in a cage. James and his tame snake play a game. Jake is the snake's rame. James hides a bit of cake in his pocket and runs and calls "Jake, Jake." Jake runs after James, and creeps up and takes the cake from his pocket. James takes care not to let the snake escape to the lake. After the game, James takes the snake by the nape of the neck and puts him in his cage.

LESSON 38

Purpose. — To teach the sound of **e** in **Fete.**

T. You learned the long sound of **ă** yesterday, what was it?

C. ā.

T. We shall take the long sound of ĕ to-day. You really know it already, for it is the same sound as ĕĕ in meet.

What is the sound of ĕĕ?

C. ē.

T. What word is this, pet?

C. pet.

T. Let us try this word, Pete.

What do you know about the ĕ at the end of the word?

C. ē does not talk.

T. The other ĕ has the long sound. What is the long sound of ĕ?

C. ē

T. Try to read the word, Pete.

C. P–ē–t, Pete.

T. We have had the A, B, C names of three letters. Read these words.

C. pane, Pete, pine.

T. Tell me the three long sounds you have learned.

C. ā, ē, ī.

T. Read these words.

C. Pete, here, mere, complete, compete, these, cheese, geese, sleeve, freeze, breeze, squeeze.

PETE AND HIS CHUMS

Here is a small lake. It is called a mere. In December, when it freezes, Pete and his chums can skate the complete length of the mere. On Saturday, if the breeze is not strong, these lads will compete for a prize, and then take a lunch of crackers and cheese, in Pete's cave by the mere.

LESSON 39

Purpose. — To teach the sound of **o** in **hope**.

What are the long sounds of these letters?

C. ā, ē, ī.

T. This is the word hope. Say the word hope slowly and tell me the second sound.

C. **h–o–p, o.**

T. That is the long sound of **o**. Say **hop, hope, ŏ, ō.**

C. **hop, hope, ŏ, ō.**

T. Read these new words.

C. hole, home, hope, hone, bode, bole, bone, bore, code, coke, cone, cope, core, cove, cote, dole, dome, done, dose, dote, fore, joke, lone, lope, lore, mode, mole, mope, more, mote, nose, note, poke, pole, pore, pose, robe, rode, rope, rose, rove, sole, sore, tone, tore, vote, toe, foe, hoe, doe, roe, woe, Joe, spoke, stone, store, suppose, broke.

T. ō has the long sound in these words. Read them.

C. So, go, no, fro.

AFTERWORK.

HOPE AND JOE

Joe is Hope's dog.

Hope and Joe go to the cove to get pine cones. The path is lonely, but Joe goes before to note if all is well. He lopes off, and roves on all sides; he pokes his nose into holes, in hopes,

I suppose, that he may store bones in them.

Hope has a skipping rope. As she jumped over her rope, she broke her toe on a stone. She called to Joe and put her rope on him and rode him home. Her mamma gave Joe a nice big bone. Hope did not mope over her broken toe, but spoke of it as a joke.

LESSON 40

Purpose. — To teach the sound of **u** in **cube**.

T. What are the long sounds of these letters, a, e, i, o?

C. **ā, e, ī, ō.**

T. This is the word cube. Say the word **cube** slowly and tell me the second sound.

C. **c–ū–b, ū.**

T. That is the long sound of **ū**. Say **cub, cube, ŭ, ū.**

C. **cub, cube, ŭ, u.**

Read these words.

C. cube, cute, fuse, duke, mule, mute, refute, fume, tube, tune, muse, amuse,

use, abuse, excuse, confuse, refuse, superintend, pure.

(The teacher will notice that the sound of **u**, in all the words in this lesson, is the sound of **ew** in **few**, and not the sound of **oo** in **school**. When the child comes to such a word as **rule**, it is well to point out to him that **u** has the **oo** sound.)

AFTERWORK.

JULIA'S MULE

Julia used to ride a mule. She called him Duke. He was pure white, and used to amuse her with his tricks. A cute trick he used to play was to jump on a see-saw, when a tune was played, and make the see-saw rock to the time of the tune. He used often to ring the dinner-bell, and refuse to stop till the men came in. The ding dong was rather long; but Julia excused him, as he was just a mule.

LESSON 41

Purpose. — To review the long and short vowel sounds.

T. Read these words.

C. pan, pane, pet, Pete, pin, pine, hop, hope, cub, cube.

T. Give the short sounds of these letters a, e, i, o, u.

C. ă, ĕ, ĭ, ŏ, ŭ.

T. Now give the long sounds of these same letters.

C. ā, ē, ī, ō, ū.

T. When ĕ is at the end of the word, what sound does the other letter have?

C. The long sound.

T. Grown up people always call these five letters by the long sound names. We shall call them by the long sound names, after this. I want you to learn them by heart, so that you will remember them together, just like the names of five little sisters in one family. Now say them over three times.

C. ā ē ī ō ū, ā ē ī ō ū, ā ē ī ō ū.

AFTERWORK.

Write or print these words and draw a line over the letters that have the long sound and through the letter e that does not talk.

pan	pet	pin	hop	cub
pane	Pete	pine	hope	cube

THE FIVE LITTLE PIGS

This little pig went to market.
This little pig stayed at home.
This little pig had roast beef.
This little pig had none.
This little pig cried
a, e, i, o, u
All the way home.

LESSON 42

Purpose. — To teach the sound of two vowels coming together as ai in sail.

T. Tell me the name of the five little sisters.

C. ā, e, ī, o, u.

T. You remember we learned that when e is at the end of a word e does not talk and the other sister talks loudly. There is another strange thing about these letters. When two of them come together in a word, the first letter often has the long sound and the other letter is silent; just as if two of the sisters went visiting, and the one who

came in first, did all the talking and the other sister did not speak. Let us try this new word, sail. Point to the sister letters in this word.

(C. points to **a** and **i** in **sail.**)

T. Which letter will have the long sound?

C. **a.**

T. What letter will be silent?

C. **i.**

T. Now see if, by saying the sound slowly, you can guess the word.

C. **s–a–l, sail.**

T. Read these words.

C. air, fair, hair, lair, pair, bait, wait, gait, quail, pain, rain, gain, main, stain, slain, swain, aim, grain, sail, tail, hail, mail, fail, nail, pail, jail, rail, wail, aid, raid, maid, paid.

AFTERWORK.

THE MAID AND THE QUAIL

A pair of big birds sailed up in the air. A quail was afraid and hid under a rail. It waited for the big birds to sail by. A big bird spied the tail of the

quail under the rail, and aimed to kill the quail.

A little fair-haired maid ran up, as the quail wailed with pain. She tore the big bird off by main force. The quail was maimed, but was not slain. The little maid laid the quail in her pail, and ran home with it. She fed the quail on snails and grain till it was well, and then let it go. After this, the quail was quite tame, and came back to her for shelter from hail and rain.

LESSON 43

Purpose. — To teach **ea** in **eat** and **oa** in **oat**.

T. Name the sister letters.

C. **a, e, i, o, u.**

T. What did we learn in yesterday's lesson about the two sister letters in words like sail?

C. The first has the long sound and the other is silent.

T. Look at this word, eat. What sister letters do you find?

C. **e** and **a**.

T. If these two sisters **ea** act like the two sisters in sail, which one will be silent?

C. **a**.

T. What sound will **e** have?

C. **e** will have the long sound.

T. Try to read this word, eat.

C. **ē–t, eat**.

T. Read these words.

C. eat, beat, heat, meat, neat, peat, seat, cleat, bleat, wheat, treat, cheat, fear, hear, year, sear, gear, bead, lead, read, bean, dean, lean, mean, wean, leap, reap, beam, ream, seam, team.

T. What a long list of new words you read! Now, look at this new word coat, name the sister letters in it, and tell what you think they will do.

C. The sister letters are **o** and **a**; **o** has the long sound and **a** is silent.

T. Try to read the word.

C. **c–ō–t, coat**.

T. Read these words.

C. oat, boat, coat, float, goat, moat, shoat, oak, cloak, soak, oar, roar, soar, coal, foal, foam, loam, roam, loan, moan, roan, roast, boast, coast, soap.

T. In the new words h **ai**, **ea** and **oa** that we learned to read yesterday and to-day, what did we notice about the second sister letter?

C. It was silent.

T. What sound did the first sister letter have?

C. It had the long sound.

AFTERWORK.

TOM'S TRIP

Tom has a sail-boat. He went up the stream to get a boat-load of coal and oats. On the trip home he did not put up the sail, but let the boat float on the stream. A storm came up and Tom's coat was soaked with rain. When he came home he put some coal on the grate. He feared a sore throat; so he put on a cloak and hung his coat on a chair in fron of the grate, to dry with the heat. Tom's goat will eat the oats. Tom's Mother gave him a fine hot supper near the stove in the kitchen. Tom went to bed warm as toast.

Non-phonic Words

Suppose the child at this stage is given the familiar rhyme "Jack and Jill," and that as on page 95 at the top of the page there is a picture illustrating the story.

As a rule, double letters do not give difficulty and the child can read the words **Jack. Jill, hill,** and **fell**. The words "**pail,**" "**broke,**" and "**came**" each contain two vowels, the first long, and the second silent, and come under the rule already learned.

He has already been taught the words **the** and **to**. He would naturally expect the **a** in **water** to have the long sound. He knows all the other words in the first two lines, and when he tries to read the lines, pronouncing the word **water** incorrectly, he, at once, sees his mistake and gets the word right. His next difficulty is with the words **down** and **crown**. He knows the sounds of the letters **d** and **n** in **down,** and, after the word **fell**, he naturally expects the word **down**, and so guesses the word correctly. He knows the sounds of **c, r,** and **n** in **crown,** and also knows that the word rhymes with **down,** and thus guesses the word. He looks at the picture, imagines what would probably happen after Jack fell down, and reads the last line without noticing that the **a** in **after** does not have the sound that he would expect.

Jack and Jill went up the hill
To get a pail of water,
Jack fell down and broke his crown
And Jill came tumbling after.

The foregoing example illustrates the fact that there are many ways in which a child who has taken the work outlined to this point can correctly guess new, non-phonic words when he comes to them in an interesting story. Any non-phonic word can be taught as a whole word, as the word **sat** was taught in Lesson 2. From this point forward, it is much better and easier to teach such words in easy, interesting stories, where the child will discover new words for himself, and learn to recognize them quickly, by coming across them again and again.

There are, however, certain combinations of letters, which occur so frequently that it is a great assistance, in reading and subsequent spelling, to learn the combination, and then read a list of new words in which the combination is found. For example, in reading the story of "Jack and Jill," if the child had previously learned the combination **ow** as in **cow** (Lesson 48), he would have no difficulty with the words **down** and **crown**, and the *one* lesson prepares him to deal with *all* such words.

The remainder of the book is devoted to lessons on the most important combinations. It is the intention that one of these lessons, with its accompanying story, be taken each day.

Silent Reading

To read silently, one must not only *know the words*. One must also *get the thought* of the passage read. The child now knows how to read any easy phonic word, and, as he proceeds with his study of combinations and silent

reading of stories, the recognition of new words, phonic and non-phonic, becomes easier day by day.

Getting the Thought

If the child knows the words, and the story is sufficiently interesting, he will not experience any difficulty in getting the thought. At first, he reads very slowly and with great effort, but, after a little, he increases his speed, and, with the acquisition of his new-found strength, becomes keen to read new stories.

The thing to do, then, is to give him all the reading he wants, consistent with health. Allow him to go ahead without too much review or interruption, until he can read rapidly to himself. No one can tell just how he learns to read some of the non-phonic words. The important thing is, that he does learn to read rapidly to himself, without assistance, and that he knows what he is reading about.

Oral Reading

The main reason for unsatisfactory oral reading by adults is, that the person started to read aloud without knowing the words and getting the thought, and thus formed bad habits of reading, which he can never overcome. The purpose of oral reading in primary classes used to be, to find out whether the child knew the words and had got the thought of the passage read. In actual life experience, this is not the purpose at all. The real purpose is to convey thought from the printed page, to some other individual who has not read the book, and is

anxious to know what the author says. To do this in the best way, the reader should know the words so well and be able to tell them so quickly, that he knows, not only the word that he is reading, but a number of words ahead, so that the vocal organism is adjusting itself for what is to follow.

If the child has read the story to himself until it is easy for him to read it aloud, or, if he knows it off by heart, he may read it aloud with advantage. As a rule, however, in the early stages, it is better to confine the work almost entirely to silent reading, and thus avoid forming a habit of reading in a halting and unnatural manner.

Expressing the Thought

It is natural and desirable that the child express the thought of what he has read, and he can do this in many ways that are better than oral reading. He can tell the story in his own words. He can draw a picture of the story or represent it with objects. He can help dramatize the story.

Stories

The great problem now is to secure easy, interesting, and suitable stories. Many primary readers have been prepared, with graded stories to suit the progress of the learner.

There comes a time when the child is anxious to try a new book, and, if convenient, that is a good time to give him one.

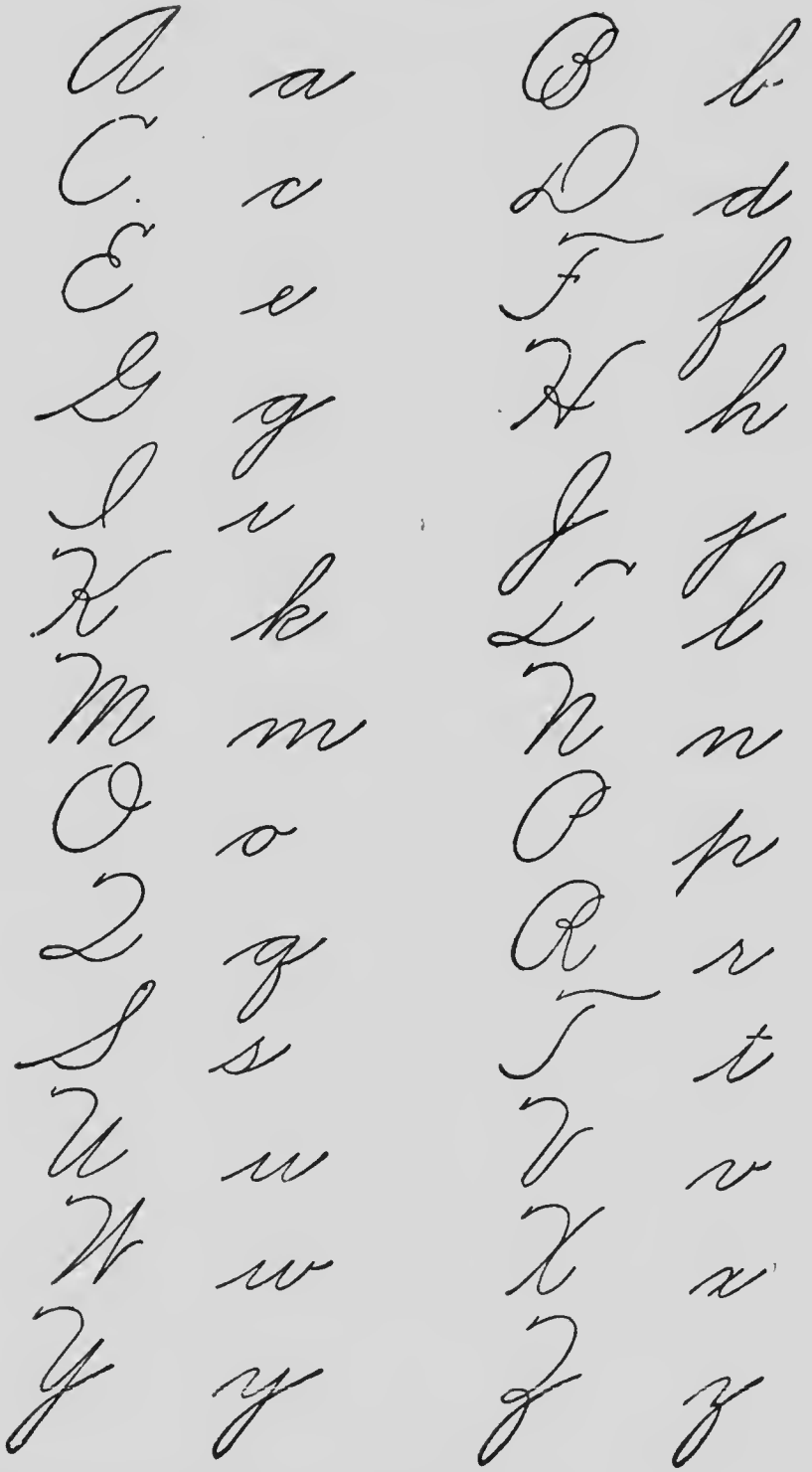
The lessons on combinations have been prepared in such a way, that the combinations and accompanying stories can be taken in any order. Hence these combination lessons can be easily applied to the sequence of any primer chosen.

For example, suppose the Macmillan Modern Phonic Primer is selected. If the child has learned script, he can, at this stage, read the pages 1–15 without assistance. If he has not taken script, omit these pages. He will read pages 16 and 17 at sight. On page 18 the sound of **oo** in **moon** is introduced. Teach this sound as in Lesson 49, before proceeding with the Primer. He can then read to page 32 of the Primer without assistance. Combinations in succeeding pages can be dealt with in a similar manner.

The Alphabet and Spelling

The children have now learned the Alphabet names of the vowels **a**, **e**, **i**, **o**, **u**; and this is a good time to introduce the learning of the Alphabet. With only one pupil in the class, spelling may be postponed until the end of the combinations. With a graded class, it may be introduced earlier.

If the child learns the alphabet, he can, at this stage, spell any purely phonic word to dictation, without further study. For example, suppose he has learned the alphabet letters **a**, **b**, **c**, **d**, **e**, **f**; he can write any phonic word composed of these letters (*e.g.*, **cab**), even though he has never seen the word before; for he can spell the word by slow pronunciation, and all that he needs do is to replace



the sound name by the alphabet name and he learns to do this very easily and quickly. In this way, after learning the alphabet, he can quickly learn to spell some four hundred words in the lessons he has gone over. If he has learned to write script, he can, of course, write these words correctly without having learned the alphabet.

The important thing to remember, in all teaching of spelling, is, that *it is better for the pupil never to read or hear a misspelled word, or to misspell one himself.* Therefore, all words that are not purely phonic should be carefully studied by the child before he attempts to spell them.

It is probably better to learn the **A, B, C's** in their regular order. When this has been done, the spelling of phonic words may be taken, lesson by lesson, beginning with Lesson 8, omitting non-phonic words and combinations. Combinations such as **ng** can, later, be taken in groups, one combination at a time. It is well to postpone the spelling of non-phonic words until the end of four months.

LESSON 44

Purpose. — To teach the sound of **ow** in **low**.

T. Guess what I say, **l–ow**, etc.

T. Say **low** slowly, and give the last sound.

C. **l–ō, o**.

T. This is the word lOW. Point to the letter that does not talk.

(C. points to **w**.)

T. What sound has **o** in this word?

C. The long sound of **o**.

T. Name the sister letters.

C. **a, e, i, o, u.**

T. What did we find when there were two at a time in a word?

C. The last one did not speak and the first one spoke loudly.

T. **w** acts, sometimes, like the sister letters. w is silent and the other sister letter has the long sound. We may call it a step-sister letter, if we like.

Try to read these words.

C. low, slow, crow, mow, blow, tow, bow, mow, snow, show, stow, row, throw, below, bowl, lower, slower.

(In taking this work on the blackboard, draw a circle and write **ow** in the centre, and the letters **l, s,** etc. around the circumference. Have pupils read, and write in a column, the words, **low, slow,** etc.)

THE CLEVER CROW

A clever crow came across a jug, in a meadow, in spring. The winter snow had melted slowly, in the jug. The water was in the bowl of the jug, below

the neck. The crow wanted a drink; but he saw, with sorrow, that the water was too low for him to get it. At last, we saw him go slowly to a stone, pick it up, and throw it into the jug; then another and another, till the water slowly rose to the top of the jug. Then the crow got his drink.

LESSON 45

Purpose. — To teach **ay** in **lay**.

T. Say the word **lay** slowly, and give the last sound.

C. **l–ā, a.**

T. This is the word lay. Point to the letter that does not talk.

(C. points to **y**.)

T. What sound has **a**?

C. The long sound.

T. What letter did we find yesterday, that was silent while the other talked loudly?

C. **w**.

T. We have now found the two step-sisters. Name them.

C. **w** and **y**.

T. Read these words.

C. lay, say, bay, day, fay, gay, hay, jay, may, nay, pay, ray, way, pray, dray, fray, gray, stay, slay, spray.

THE RABBIT AND THE CHICKA-DEE

Peter Rabbit has his home
In a hollow tree,
In winter time he sits alone
But for a chicka-dee.

The chicka-dee sings dee-dee-dee,
I love the ice and snow,
Cries Peter Rabbit wee, wee, wee,
I'd rather reap and mow.

For Peter Rabbit loves the sun,
And clover blossoms gay,
He loves in leafy dells to run,
And while the time away.

The chicka-dee in winter time,
All happy is and free,
He bids us welcome Jack Frost's rime,
With his glad dee-dee-dee.

Different Sounds of the Same Letter

A child who, instead of hearing the word **dew** pronounced correctly — dyu — habitually hears it pronounced like the word **do** or the word **Jew**, will learn to pronounce the word as he hears it, and may continue to pronounce it incorrectly all his l[illegible]. It is important, therefore, that the teacher pronounce such words correctly at all times.

On the other hand, the child may be so young that his ear and vocal mechanism have not reached that stage of development when he can make these sounds correctly or discriminate between them. It is important that when the proper time comes — but not until then — the child's attention be drawn to such differences. Very young children learn, almost entirely, by imitation. Children of five years of age usually find these discriminations difficult; children of seven find them within their power.

In dealing with the following lesson, children usually repeat the words **fat** and **fall**, exactly as the teacher says them, and are able to notice the difference between the sounds of **a** in the two words. With the words **at** and **ask**, they may have difficulty in doing this, and even if they do

pronounce the words correctly, they may not notice — or be able to notice — any difference between the sounds.

It is the intention that the teacher adjust the lesson to the capacity of the child, omitting what is too difficult. A similar course may be adopted in dealing with difficult distinctions in other vowel sounds, for example, **fir** and **fur**.

LESSON 46

Purpose. — To teach different sounds of **a**.

T. Read these words and give the first sound in each, am, aim.

C. **am, ă. aim, ā.**

T. Say **all** slowly, and give the first sound.

C. **ä–l, ä.**

T. This is the word all. Look at the first letter in the word and give the first sound.

C. **ä.**

T. What three sounds have we learned for **a**.

C. **ă, a, ä.**

T. Take a mirror in your hand and stand so that the light shines in your mouth. Look at the top of the middle of your tongue. Say **all, at, aim**, and then say **ä ă, ā,** as in the three words and tell me where the top of the middle of the tongue is, each time.

C. **All, at, aim**; **ä, ă, ā.** My tongue is in the bottom of my mouth when I say **a** in **all**, the middle is higher up when I say **a** in **at**, and near the roof of my mouth when I say **a** in **aim**.

T. **A** is the most difficult letter, because it has a greater number of sounds than any other letter. Read these words with **a** as in **all**.

C. all, ball, call, pall, fall, gall, hall, wall.

T. Read these words with **a** as in **hat**.

C. hat, mat, Pat, cat, rat, bat.

T. When we pronounce the **a** in some words, the top of the middle of the tongue is higher than when we say **all** and lower than when we say **at**. Read these words with **a** as in **arm**.

C. arm, farm, barn, calm, calf, half, father.

T. Read these words with **a** as in **ask**.

C. ask, task, grasp, bath, path, after.

T. Read these words with long **a**.

C. aim, pail, aid, fate, date, snake, trail.

T. Read these words with **a** as in **care**.

C. care, bare, dare, fare, hare, mare, ware, air, fair, hair, pair, scare, spare, square, rare, wear, stare, stair, bear.

SUPPLEMENTARY READING.

Humpty Dumpty.

LESSON 47

Purpose. — To teach **ar, er, ir, or, ur.**

T. Name the sister letters.

C. **a, e, i, o, u.**

T. What letter is this, r?

C. **r.**

T. Guess what I say, **f–ar, h–er, s–ir, f–or, f–ur.**

(C. guesses the words.)

T. Here are the words, far, her, sir, for, fur. What is the last letter in each word?

C. **r.**

T. Name the letter before **r** in each of the words.

C. **ā, e, ī, ō, ū.**

T. Say the words over again, and notice the sound that each of the sister letters has when it comes before **r** in these words.

C. **far, her, sir, for, fur.**

T. Read these words.

C. far, bar, car, jar, mar, par, tar, scar, star, spar, cart, tart, chart, smart, start, arm, farm, harm, barn, bark, dark, hark, lark, mark, stark, park, card, bard, hard, lard, yard;

her, after, order, under, over, ever, rider, border, larder;

wonder, blunder, thunder, fern, jerk, sir, stir, fir, first, flirt, girl, squirrel, bird; for, nor, fork, cork, cord, lord, accord, stork, short, escort, discord; cur, fur, burr, hurry, curry, furry, murder, burden, further, absurd, curd.

Arthur and the Squirrel

Arthur and his Mother went on a car to the park. Arthur had three tarts in a paper to feed to a tame squirrel. The squirrel had his home in a grove of birch trees. When Arthur called the squirrel, the squirrel came and jumped up on Arthur's arm. He fed it the tarts and stroked its fur for awhile.

Then a cur began to bark, near them, so the squirrel scurried off over the grass, and ran up a birch tree.

The cur hurried after the squirrel, and barked and barked under the tree.

The squirrel darted to and fro in the branches, and chirped and chattered, and flirted its tail, and made sport of the cur.

After awhile, the squirrel ran to the end of a branch, near the tree top, and sailed over to another birch, a ' then to a fir tree, and went to its nest. The cur lost track of the squirrel. The cur barked under the tree till dark.

LESSON 48

Purpose. — To teach the sound of **ow** in **cow**.

T. Say the word **cow** slowly, and give the last sound.

C. **c-ow, ow.**

T. Point to the part that says **ow** in this word COW.

(C. points to **ow** in **cow**.)

T. Read this word, BOW-WOW. Tell me what animal makes that sound.

C. **Bow-wow.** That is what the dog says.

T. Read these words.

C. cow, how, now, sow, vow, mow, row, brow, brown, town, crown, down, frown, prow, prowl, howl, power, shower, flower, tower, clown, drown.

T. What sound did **ow** have in **low**?

C. The long sound of **o**.

T. When you see **ow** in a word, it may have a sound like **ow** in **cow** or like **ow** in **low**, but if you read the other words you can tell which sound it has. Read this story.

C. Tom can row the boat across the pond.

T. How do you know that the **ow** is like **ow** in **low**?

C. Because you row a boat.

T. Read this question.

C. How do you know?

SUPPLEMENTARY READING.
Jack and Jill, page 95.

LESSON 49

Purpose. — To teach the sound of **oo** in **moon**.

T. Say the word **moon** slowly, and tell me the middle sound.

C. **m-oo-n, oo.**

T. This is the word **moon.** Point to the part that says **oo.**

(C. points to **oo** in **moon.**)

T. Try to read these words.

C. coon, noon, loon, soon, bloom, room, boot, toot, root, soot, hoot, cool, fool, pool, tool, stool, coop, hoop, stoop, moor, food, troop, roof, roost, shoot, scoop, spool, poor, too, goose.

T. This is the word **book.** Say the word **book** slowly, and notice the sound that **oo** has in **book.**

(C. says **book** slowly.)

T. You see **oo** in **book** has a different sound from **oo** in **moon.** Here are a few words where **oo** has the same sound as in **book.** Try to read them.

C. book, look, cook, hook, nook, rook, took, shook, brook, crook, stood, hood, wood, good, foot.

SUPPLEMENTARY READING.

Hi-diddle-diddle.

LESSON 50

Purpose. — To teach **ou** in **out**.

T. Say **out** slowly, and give the first sound.

C. **ow–t, ow.**

T. This is the word **out**. Find the part that has the sound **ow**.

(C. points to **ou** in **out**.)

T. Read these words.

C. out, our, flour, scour, thou, bout, gout, lout, pout, rout, about, shout, trout, scout, ground, bound, sound, pound, found, hound, mound, round, wound, confound, expound, mouse, house, souse, sound, sour, south, found, fount, flounder, astound, scoundrel, proud, loud, pouch, ouch, roundelay, ounce, pounce.

SUPPLEMENTARY READING.

Little Jack Horner.

LESSON 51

Purpose. — To teach **aw** in **saw** and **au** in **haul**.

T. Say the word **saw** slowly and give the last sound.

C. **s–aw, aw.**

T. This is the word saW. Point to the letters that say **aw**. (C. points to the letters **aw** in **saw**.)

T. Read these words.

C. saw, caw, haw, jaw, law, paw, raw, awl, shawl, thaw, claw, flaw, lawn, fawn, spawn, pawn, dawn, yawn, raw, draw, drawn, drawing, straw, sprawl, crawl, drawl.

T. What is the middle sound in **haul**?

B. **h–aw–l, aw.**

T. This is the word haul. Point to the part that says **aw**.

(C. points to **au** in **haul**.)

T. **au** sometimes has the same sound as **aw**. Read these words.

C. haul, maul, Paul, Saul, augur, auk, August, Santa Claus, because, Maud, laundry, cause, applause, fraud, laud.

Supplementary Reading.

I Saw a Ship a Sailing.

LESSON 52

Purpose. — To teach **oi** in **boil** and **oy** in **boy**.

T. Say the word **boil** slowly, and give the middle sound.

C. **b–oi–l, oi.**

T. This is the word boil. Point to the part that says **oi**.

(C. points to **oi** in **boil**.)

T. Read these words.

C. boil, coil, foil, soil, toil, spoil, coin, loin, moist, hoist.

T. This is the word boy. Point to the letters that have the same sound as **oi**.

(C. points to **oy** in **boy**.)

T. Read these words.

C. boy, toy, coy, ahoy, alloy, cloy, annoy, enjoy, oyster, employ, decoy, destroy.

THE BOY SCOUTS

See the boy scouts! They are off for a tramp. A big boy will join them to point out a trail in the wood. The boys will make a fire on a rock to boil water, and to broil part of a joint of meat. The

boys will dig down to the moist soil all around the rock, to make the fire quite safe. One boy has a bunch of sticks dipped in oil, that will make a quick hot flame. After the meal the leader shows the boys how to put the fire out. Before they leave for home the boys will gather stones to make a cairn.

They will hoist the flag and poise it on the stones. Then they will sing the National Anthem. The boys will have much toil, but it will not spoil the day, and all will joyously return.

LESSON 53

Purpose. — To teach **ew** in **few**.

T. Say **few** slowly, and give the last sound.

C. **f–u, u.**

T. What sound of **u** is that?

C. It is the long sound of **u.**

T. This is the word few. Find the part that says **u.**

(C. points to **ew** in **few.**)

T. Read these words.

C. few, dew, hew, mew, new, pew, yew, stew, hewn.

T. Say **threw** slowly, and give the last sound.

C. **th-r-oo, oo.**

T. What word can you read, that has the sound **oo** in?

C. **moon.**

T. This is the word threw. Find the part that has the sound **oo** in?

(C. points to **ew** in **threw**.)

T. When **e** and **w** come together in these words, they have the sound **oo**. Read the words.

C. threw, blew, crew, drew, grew, flew, slew.

SUPPLEMENTARY READING.

Little-Robin-Redbreast.

LESSON 54

Purpose. — To teach **gh** in **light**.

T. Say the word **light** slowly.

C. **l-i-t.**

T. This is the word light. Point to the part that does not talk.

(C. points to **gh** in light.)

T. **g** and **h** are silent in all these words. Read them.

C. light, might, night, right, sight,

flight, blight, fright, bright, caught, taught, naught, straight.

SUPPLEMENTARY READING.
The Fox Jumped Up.

LESSON 55

Purpose. — To teach **ce** in **dance**.

T. Say **dance** slowly, and give the last sound.

C. **d–a–n–s, s.**

T. This is the word dance. Find the part that makes the sound **s**.

(C. points to **ce** in **dance**.)

T. Read these words.

C. dance, lance, prance, pence, hence, fence, mince, wince, since, pounce, ounce, bounce, denounce, pronounce, price, dice, mice, nice, ice, rice, vice, advice, face, lace, pace, race, trace, place, grace.

SUPPLEMENTARY READING.
Sing a Song of Sixpence.

LESSON 56

Purpose. — To teach **ge** in **range**.

T. Say **range** slowly, and give the last sound.

C. **r–a–n–j, j.**

T. This is the word range. What sound has **ge** in this word?

C. **j.**

T. **ge** at the end of these words has the sound of **j.** Read the words.

C. range, strange, change, lunge, sponge, singe, hinge, tinge, fringe, cringe, plunge, age, rage, sage, page, gage, wage, stage, message, stoppage, sausage, cabbage, garbage, package, shrinkage, judge, trudge, budge, fudge, bridge, ridge, lodge, dodge.

SUPPLEMENTARY READING.

Peas Porridge Hot.

Printed in the United States of America.

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